

Gilberdyke Primary Curriculum

Long Term Plan: History



| EYFS | Autumn | Spring | Summer |
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| Cycle A | <p>FAMILY HISTORY/CHANGES IN HOMES *Who is in my extended family? *Have the houses always looked the same?</p> <p><u>KEY TEXTS:</u> Three Little Pigs (F); Two Homes (NF); Building a Home (NF); Hair Love (F), Three Little Wolves & the Big Bad Pig (F)</p> | <p>(NATIONAL) FIGURES FROM THE PAST (occupations) *Florence Nightingale</p> <p><u>KEY TEXTS:</u> All Aboard for the Bobo Road (f), Last Stop on Market street (F), Busy People Books: Firefighter, Doctor, Florence Nightingale</p> | <p>(LOCAL) HISTORY OF MY SCHOOL Q: Has this always been the village school? Q: How are the school buildings diff/same?</p> <p>Field trip to Old School House in the village</p> |
| Cycle B | <p>FAMILY HISTORY *My Family Tree</p> <p><u>KEY TEXTS:</u> Three Little Pigs (F); Two Homes (NF); Building a Home (NF); In Every House on Every Street (NF); You Choose (NF); This is Our House</p> | <p>(NATIONAL) HISTORY OF TRANSPORT *Trains/vehicles and changes over time</p> <p>*National Figure: Amelia Earhart</p> <p><u>KEY TEXTS:</u> William Bee's Wonderful World of Trains, Boats & Planes (NF), All Aboard for the Bobo Road (F); On the Train (NF)</p> | <p>(NATIONAL) FIGURES FROM THE PAST (occupations) *Grace Darling</p> <p>*History of tractors – local farmers to visit – visit to Scalby Grange</p> <p><u>KEY TEXTS:</u> The Lighthouse Keeper's Lunch (F), Amelia Earhart: Little People, Big Dreams series (NF)</p> |

| KSI | Autumn | Spring | Summer |
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| Cycle A | <p>LOCAL HISTORY/SIGNIFICANT PEOPLE (Hull):</p> <p>AMY JOHNSON AVIATION THROUGH HISTORY</p> | <p>SIGNIFICANT NATIONAL & GLOBAL EVENTS BEYOND LIVING MEMORY:</p> <p>CAUSES & CONSEQUENCES OF THE GREAT FIRE OF LONDON</p> | <p>SIGNIFICANT INDIVIDUALS COMPARISON</p> <p>QUEEN VICTORIA & QUEEN ELIZABETH II: LIFE FOR CHILDREN UNDER THE REIGNS OF DIFFERENT QUEENS</p> |
| Cycle B | <p>LOCAL HISTORY WITHIN LIVING MEMORY:</p> <p>AGRICULTURE AND FARMING LOCALLY – LOOK BACK TO VICTORIAN TIMES & THEN FOCUS ON LIVING MEMORY TO PRESENT DAY</p> | <p>CHANGES TO HOLIDAYS:</p> <p>SEASIDE HOLIDAYS IN VICTRIAN TIMES COMPARED TO NOW</p> | <p>SIGNIFICANT INDIVIDUALS (contributed to national/international achievement):</p> <p>ISAMBARD BRUNEL</p> |

| LKS2 | Autumn | Spring | Summer |
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| Cycle A | <p><u>ANCIENT GREECE – INDEPTH STUDY</u></p> <p>WHAT WAS BORN IN ANCIENT GREEK TIMES?</p> | <p><u>THE ROMANS – INDEPTH STUDY</u></p> <p>ROMAN EMPIRE & ITS IMPACT ON BRITAIN</p> | <p><u>ANGLO-SAXONS & SCOTS IN BRITAIN. VIKING & ANGLO-SAXON STRUGGLE FOR ENGLAND – OVERVIEW STUDY</u></p> <p>INVASION & SETTLEMENTS</p> |
| Cycle B | <p><u>ANCIENT EGYPT – INDEPTH STUDY</u></p> <p>WHAT MADE ANCIENT EGYPT SUCH A SIGNIFICANT CIVILISATION?</p> <p>UNIT 1: DEVELOPMENTS OVER ANCIENT TIMES UNIT 2: ANCIENT EGYPT AS A SIGNIFICANT CIVILISATION</p> | | <p><u>LOCAL HISTORY STUDY – TRADE & TRANSPORT/INDUSTRIAL REVOLUTION – INDEPTH STUDY</u></p> <p>THE BIRTH OF CITIES</p> |

| UKS2 | Autumn | Spring | Summer |
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| Cycle A | <p><u>STONE-AGE TO IRON AGE – INDEPTH STUDY</u></p> <p>THE IMPACT OF TECHNOLOGICAL CHANGE FROM THE STONE AGE TO THE IRON AGE</p> | <p><u>NON-EUROPEAN SOCIETY (MAYA) WHICH CONTRASTS WITH BRITISH HISTORY – OVERVIEW STUDY</u></p> <p>WHO WERE THE MAYA & HOW DID THEIR LIVES COMPARE TO LIFE IN ANGLO SAXON BRITAIN?</p> | |
| Cycle B | <p><u>TUDORS TO PRESENT DAY – INDEPTH STUDY</u></p> <p>CRIME & PUNISHMENT OVER TIME AND IN THE FUTURE</p> | <p><u>LOCAL HISTORY – INDEPTH STUDY</u></p> <p>WWII IN HULL & POST WAR LIFE</p> | |