

Lanercost Church of England Primary School

Care Believe Achieve

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History Long Term Plan - EYFS and KS1 - Years C and D						
	Cycle C			Cycle D		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Why do we have stone circles? - focus on Long Meg, Stonehenge, Bronze Age	How did the Great Fire of London spread so quickly? -focus on how it started, why it spread quickly, fire fighting and Samuel Peppe's diary	Why was Emperor Hadrian important? - focus on building of Hadrian's wall, in charge of Roman army	How has transport changed since the Titanic sunk? -focus on comparison between transport in 1912 and now, look at what happened to the Titanic	Who was Tutankhamun? -focus on being pharaoh, his life, discovery by Howard Carter	Why is Florence Nightingale remembered? focus on her life/ achievements & link with changes in healthcare & pandemic
National Curriculum	<i>Significant Individuals</i> KNOWLEDGE/ COMMUNITY	<i>Events beyond living memory</i> KNOWLEDGE/ COMMUNITY	<i>Local study</i> POWER/ INVASION	<i>Changes within living memory</i> KNOWLEDGE	<i>Significant Individuals</i> KNOWLEDGE/ COMMUNITY	<i>Significant individuals + changes within living memory</i> KNOWLEDGE
Class 1	<p>Early Years Objectives from Development Matters: * Begin to make sense of their own life-story and family's history. * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past.</p> <p>Working towards the ELG: 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.</p>					
Class 2	Knowledge <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time 	Knowledge <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time Pupils study historical periods, some of which they will study more fully later 	Knowledge <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time Pupils study historical periods, some of which they will study more fully later 	Knowledge <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time Pupils study historical periods, some of which they will study more fully later 	Knowledge <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time Pupils study historical periods, some of which they will study more fully later 	Knowledge <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time

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