Lanercost Church of England Primary School

	story Long Term Pla	in – EYFS and KSI	- Years A and B	Care Believe Achieve			
	Cycle A			Cycle B			
Ter m	Autumn	Spring	Summer	Autumn	Spring	Summer	
Focus	Who was Queen Victoria? – focus on her life, children, empire, introduction of Christmas trees	What happened in the Great Fire of London? -focus on how it started, why it spread quickly, fire fighting and Samuel Pepe's diary	Why did the Romans build Hadrian's Wall? -focus on who built it, when, why and what life was like on the wall	How has life changed since World War 2? – focus on technology, transport and communication	Were the Tudors important in our local area? - focus on Henry VIII and William Howard	Who was Grace Darling? — focus on her life/ achievements & link with changes in sea rescue	
National Curriculum	Significant Individuals POWER	Events beyond living memory KNOWLEDGE/ COMMUNITY	Local study INVASION	Changes within living memory COMMUNITY/ KNOWLEDGE	Significant Individuals KNOWLEDGE/ COMMUNITY	Significant individuals + changes within living memory KNOWLEDGE	
		• • • • • • • • • • • • • • • • • • • •		KNOWLEDGE			
Class 1	in the past. * Compare and Working towards the ELG:	m Development Matters: * I contrast characters from s Past and Present: * Talk abo and now, drawing on their ex	tories, including figures fro out the lives of the people o	ir own life-story and family' m the past. around them and their roles	in society. *Know some sim	nilarities and differences	

Lanercost Church of England Primary School Care Believe Achieve

- Identify similarities and differences between ways of life in different periods.
- Study the lives of significant individuals who contributed to national and international achievements.
- Understand some of the ways in which they find out about the past and identify some of the ways in which it is represented.

Enquiry

- Ask and answer questions
- Use a wide vocabulary of everyday historical terms
- Understand some of the ways in which they find out about the past and identify different ways in which it is represented

- Identify similarities and differences between ways of life in different periods.
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His	story Long Term Pla	ın – EYFS and KS1	- Years C and D	Care Believe Achieve			
	Cycle C			Cycle D			
Ter m	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 Pepe'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	Significant Individuals KNOWLEDGE/ COMMUNITY	Events beyond living memory KNOWLEDGE/ COMMUNITY	Local study POWER/ INVASION	Changes within living memory KNOWLEDGE	Significant Individuals KNOWLEDGE/ COMMUNITY	Significant individuals + changes within living memory KNOWLEDGE	
Class 1	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. 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.						
Class 2	Knowledge 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 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 	Knowledge 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	Knowledge • 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	 Knowledge 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 	 Knowledge 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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