



Belton Primary School  
History Long Term Plan  
with  
National Curriculum links

Updated – August 2023

## EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and

Physical Development) underpin and are an integral part of children's learning in all areas

Understanding the World					
Past and Present					
Baseline	End of Autumn 1	End of Autumn 2	End of Spring Term	Summer term (May/June) (ELG)	Year 1 Readiness
When starting school, children may:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:	Children should be working at a level which sees them:
<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Talk about what they see</p>	<p>Enjoy talking about their friends and family</p> <p>Begin to be able to talk about changes in their lives.</p> <p>Be able to talk about past events in their lives <u>eg.</u> Their birthday</p> <p>Be able to sequence simple daily events <u>eg.</u> getting ready for school.</p>	<p>Begin to identify people in their lives who are special to them</p> <p>Engage in stories about past and present key events. <u>eg.</u> Christmas/ Guy Fawkes.</p> <p>Talk about significant past and present characters and events.</p>	<p>Enjoy talking about the lives of the people who are special to them</p> <p>To compare past and present experiences in the world around us.</p> <p>Begin to understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>

Our curriculum learning is as follows:-

Past and Present	'Name and describe people who are familiar to them'	'Talk about members of their immediate family and community'	Talk about older members of the family and community	Comment on images of familiar situations in the past'	Compare and Contrast characters from stories and figures from the past'	Understand the past through characters and books.'
	Talking about themselves, their home and their family.	Explore different families/communities. <u>Seydou Keita</u> - African photographer - black history month	Celebrate grandparents and make family tree  Grandparent visits to school	Talk about our experiences of farms now and how they differ in the past.  Machinery.	Explore different vehicles past and present.  Explore the Wright brothers first successful aeroplane and compare to modern day aircraft.	Trips to the seaside comparing past and present  Similarities and differences.

Year	Term	Enquiry	Focus	NC Programme of Study	Enhancement
<b>Key Stage One</b>					
A	1	<i>How do our toys and games compare with those of children in the 1960s?</i>	1960s	Changes within living memory	Museum Grandparents
A	2	Why did Delia buy a new hat?	Titanic	Events beyond living memory that are significant nationally or globally	
A	3	<i>Why was Charles sent to prison?</i>	First World War	Events beyond living memory that are significant nationally or globally	Visit War memorial
B	1	<i>How do we know so much about the Great Fire of London?</i>	Great Fire of London	Events beyond living memory that are significant nationally or globally. Lives of significant people in the past (Samuel Pepys)	
B	2	<i>Why is the history of my locality significant?</i>	Local investigation	Significant historical events, people and places in their own locality.	Local area
B	3	<i>What does it take to be a great explorer?</i>	Amy Johnson, Christopher Columbus, Neil Armstrong	Lives of significant people in the past <u>and</u> events beyond living memory that are significant nationally or globally	
<b>Lower Key Stage 2</b>					
A	1	<i>How did the lives of Ancient Britons change during the Stone Age?</i>	Stone Age	Changes in Britain: Stone Age to the Iron Age	
A	2	<i>What is the secret of the standing stones?</i>	Bronze Age	Changes in Britain: Stone Age to the Iron Age	
A	3	<i>How do artefacts help us understand the lives of people in Iron Age Britain?</i>	Iron Age	Changes in Britain: Stone Age to the Iron Age	Breedon
B	1	<i>How did the arrival of the Romans change Britain?</i>	Romans	The Roman Empire and its impact on Britain	Jewry Wall
B	2	<i>Who were the Anglo Saxons and how do we know what was important to them?</i>	Anglo Saxons	Britain's settlement by Anglo Saxons and Scots A Local history Study	Breedon
B	3	<i>What did the Vikings really want and how did Alfred prevent them getting it?</i>	Vikings	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
<b>Upper Key Stage 2</b>					
A	1	<i>Why did the ancient Maya change the way they lived?</i>	Mayans c. AD 900	A non- European society that provides contrasts with British history	
A	2	<i>Why was winning the Battle of Britain in 1940 so important?</i>	World War 2	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British History)	Museum artefacts
A	3	<i>Why were Richard III's bones buried in a car park?</i>	Monarchy	A local history study	Richard III museum or

				A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British History)	Bosworth Battlefield
B	1	<i>How did a pile of dragon bones help to solve an ancient Chinese mystery?</i>	Shang Dynasty of Ancient China	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one	
B	2	<i>The story of the Trojan Horse: historical fact, legend or myth?</i>	Ancient Greece	Ancient Greece – a study of Greek life and achievements and their influence on the western world	
B	3A	<i>Why did Britain once rule the largest empire the world has ever seen?</i>	British Empire	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
B	3B	<i>What happened to the boy behind the golden mask?</i>	Ancient Egypt	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one	