

History Long-Term Planning

Curriculum Driver: Be Brave

The below overview may be subject to change depending on the needs of the children.

History	Autumn Week 6	Autumn Week 7	Autumn Week 8	Autumn Week 9	Autumn Week 10
To understand chronology.	Year 1 To understand what is meant by 'chronology' and how we can show this on a timeline.	Year 1 To explore the story of Nottingham Castle including what it looked like in the past and how that is different now.	Year 1 To sort children's toys into old and new and justify our choices.	Year 1 To discover who Mary Seacole was and when she lived.	Year 1 To understand what happened in the Great Fire of London.
	Year 2 To order the events of our history curriculum, as well as the dates relating to our own life, chronologically.	Year 2 To order the significant events in the history of Nottingham Castle chronologically.	Year 2 To order toys chronologically by their release date and identify how toys from different time periods are similar and different.	Year 2 To explore what happened in Mary Seacole's life and order significant events chronologically.	Year 2 To order the events from the 5 days of the Great Fire of London chronologically.
	Longitudinal Learning: To ask and answer questions.				
History	Spring Week 6	Spring Week 7	Spring Week 8	Spring Week 9	Spring Week 10
To understand cause and consequence.	Year 1 To understand what is meant by 'cause and consequence'.	Year 1 To understand what led to the fire at Nottingham Castle and explore the consequences of this.	Year 1 To explore how the materials of children's toys have changed over time. To understand how stereotypes/attitudes towards toys have changed over time.	Year 1 To explore why Mary Seacole travelled to the Crimean war.	Year 1 To explore how did the Great Fire of London started and identify the consequences of this on different people's lives.
	Year 2 To explore how toys from the past are different to toys from present da. (Sudbury Hall)	Year 2 To find out why Nottingham Castle was first built and evaluate the impact this had on Nottingham as a city.	Year 2 To explore how toy production has changed, including use of materials, advances in technology, safety measures and manufacturing and how these factors have influenced the toys that we play with.	Year 2 To explore what difference Mary Seacole made during the Crimean war.	Year 2 To find out why the Great Fire of London spread so much and explore how London was built differently because of this.
	Longitudinal Learning: To ask and answer questions.				

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History	Summer Week 6	Summer Week 7	Summer Week 8	Summer Week 9	Summer Week 10
To explore and evaluate evidence.	Year 1 To recognise what is meant by evidence and explore different sources of evidence.	Year 1 To explore how our own first-hand evidence can be used to tell us what is true/untrue about the Nottingham Castle.	Year 1 To discover, through videos, which toys our grandparents might have played with and discuss the reliability of videos as a source of evidence.	Year 1 To recognise how we know about Mary Seacole.	Year 1 To recognise sources of evidence that tell us more about the Great Fire of London and discuss their reliability.
	Year 2 To explore existing evidence about Nottingham Castle and discuss its reliability.	Year 2 To investigate what our parents/grandparents played with as children and discuss why first-hand recounts are a reliable source of evidence.	Year 2 To discuss the positive and negative impacts that changes in toys/technology has had on our lifestyle.	Year 2 To understand how Mary Seacole and Florence Nightingale were portrayed differently during the Crimean war and why and if that is different now.	Year 2 To explore a range of evidence relating to the Great Fire of London and evaluate what it does and does not show us and how reliable it is.
	Longitudinal Learning: To ask and answer questions.				