Year 1& 2 History Long-Term Plan Year A	Autumn Term 2020 The Gunpowder Plot	Spring Term 2021 Inventions and inventors	Summer Term 2021 History of food
	 place events, people and objects in the correct time order. phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. identify differences between ways of life in the past and present. Recount changes that have occurred in their own lives. Use dates where appropriate. recount parts of stories to talk about things that have happened in the past. Describe significant people from the past. understand how the achievements of famous people from the past have influenced our lives. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as monarchy, parliament, democracy. Recognise that there are reasons why people in the past acted as they did. understand ways in which we can find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past. find answers to simple questions about the past by using stories and other sources. Ask questions such as: What was it like 	 recount parts of stories to talk about things that have happened in the past. Describe significant people from the past. understand how the achievements of famous people from the past have influenced our lives. place events, people and objects in the correct time order. phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. identify differences between ways of life in the past and present. Recount changes that have occurred in their own lives. Use dates where appropriate. Show an understanding of the concept of nation and a nation's history. Recognise that there are reasons why people in the past acted as they did. understand ways in which we can find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past. find answers to simple questions about the past by using stories and other sources. Ask questions such as: What was it like for people? What happened? How long ago? 	 Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Recount changes that have occurred in their own lives. understand ways in which we can find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past. find answers to simple questions about the past by using stories and other sources. Ask questions such as: What was it like for people? What happened? How long ago? place events, people and objects in the correct time order. phrases such as: past, present, older and newer. identify differences between ways of life in the past and present. Use dates where appropriate.
Activities +	for people? What happened? How long ago? What is a monarchy? Explore Kings and Queens the	Who was Isambard Kingdom Brunel?	What are our families favourite foods?
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Year 1& 2 History Long-Term Plan Year B Autumn Term 2021 Pirates	Spring Term 2022 Explorers	Great fire of London and the Great Fire of Northampton.
 Place events, people and objects in time order. phrases such as: past, present, oldered by the such as: a loo ago, recently, when my parents/care children, years, decades and centuring describe the passing of time. identify differences between ways of past and present. Recount changes that have occurred their own lives. Use dates where appropriate. recount parts of stories to talk about have happened in the past. Describe significant people from the understand how the achievements of people from the past have influence. Show an understanding of the concentation and a nation's history. Show an understanding of concepts as monarchy, and war and peace. Recognise that there are reasons whim the past acted as they did. understand ways in which we can find the past. Use artefacts, pictures, stories, onling and databases to find out about the Observe or handle evidence to ask of and find answers to questions about find answers to simple questions about using stories and other sources. Ask questions such as: What was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was it I for people? What happened? How Informed the past was past and peace. 	time order. phrases such as: past, present, older and newer ago, recently, when my parents/carers were children, years, decades and centuries to descrite passing of time. life in the identify differences between ways of life in the past and present. Recount changes that have occurred in their own lives. Use dates where appropriate. recount parts of stories to talk about things that have happened in the past. Describe significant people from the past. understand how the achievements of famous people from the past have influenced our lives. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Recognise that there are reasons why people in the past acted as they did. understand ways in which we can find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Use artefacts, pictures, stories, online sources and find answers to questions about the past. find answers to simple questions about the past. find answers to simple questions about the past.	 place events, people and objects in the correct time order. phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. identify differences between ways of life in the past and present. Use dates where appropriate. recount parts of stories to talk about things that have happened in the past. understand how the achievements of famous people from the past have influenced our lives. Show an understanding of the concept of nation and a nation's history. Recognise that there are reasons why people in the past acted as they did. understand ways in which we can find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to

			 Ask questions such as: What was it like for people? What happened? How long ago?
Activities + Evidence	Grace O'Malley What is a pirate?	What makes an individual significant? Why do we remember certain people?	What was London like at the time? Who lived there? How did they live?
	What were the main events of Grace O'Malley's life?	What is an explorer? Why do people explore?	Could anyone have stopped the fire?
	What happened when Grace met Elizabeth 1?	Why do people settle in other countries? Where are the people in our community from?	What did people do?
	What was it like to live at the same time as Grace?	Who is Ibn Battuta?	Who was Samuel Pepys?
	Should we call Grace O'Malley a Pirate?	Where did Ibn Battuta explore?	What was the fire like?
	Francis Drake	What challenges did Ibn Battuta face?	What was London like after the fire?
	Who was Francis Drake?	How do we know about Ibn Battuta?	What did the King do to make London better?
	How was he similar/different from Grace?	Were there women explorers? Investigate Amelia	What was Northampton like at the time?
	What was the Spanish Armada?	Earhart, Mary Kingsley, Harriet Quimby, Bessie Coleman	Who lived there? How did they live?
	Was Francis Drake a pirate?	Who were some other famous explorers? Investigate	What caused the Northampton fire?
		the Vikings, Columbus, Robert Scott and Neil Armstrong.	How was the Great fire of Northampton similar and different to the Great fire of London?
		How should we remember significant people?	How did Northampton change?
Key Vocabulary	Past, present, older, newer, a long time ago, recently, years, decades, centuries, memory, similarities, differences, significant, famous, influence, nation, national, international, global, A.D, monarchy, war, conflict, peace, time period, chronology, evidence, compare, historical, discovery,	Past, present, older, newer, a long time ago, recently, years, decades, centuries, memory, similarities, differences, significant, famous, influence, nation, national, international, global, A.D., monarchy, war, conflict, peace, time period, chronology, evidence, compare, discovery, historical, settlers, immigrants, migration.	Past, present, older, newer, a long time ago, recently, years, decades, centuries, memory, similarities, differences, significant, famous, influence, nation, national, international, global, A.D, monarchy, war, conflict, peace, time period, chronology, evidence, compare, ancestor, generation, historical, agriculture,
Cross Curricular links			