







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 
	<ul style="list-style-type: none"> 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 for people? What happened? How long ago? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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 + Evidence	What is a monarchy? Explore Kings and Queens the children know. Look at modern power and how the power of the monarchy has changed.	Who was Isambard Kingdom Brunel? What did Brunel achieve? Ships, Railways and Bridges.	What are our families favourite foods? Explore parents and grandparents experiences. Look at family cook books.

	<p>How did James 1 become king? Explore who came before and why people might have been unhappy with James 1 becoming king.</p> <p>What is a parliament? Explore the history of parliament and democracy. Look at how the power of parliament has changed over time.</p> <p>Who was Robert Catesby? Find out about the life of the leader of the gunpowder plot. Explore local links.</p> <p>Who were the Tresham family? Explore the local links to the Tresham family and how they became involved in the Gun powder plot.</p> <p>Was Guy Fawkes to blame for the Gunpowder plot?</p> <p>What was the impact of the Gunpowder plot? Tougher laws on the Catholics.</p>	<p>Why do we study Brunel?</p> <p>What was Brunel's life like?</p> <p>What were some other key inventions from the Victorian times?</p> <p>Why were so many inventions invented in the Victorian times?</p> <p>What other inventions have changed the world? Look at inventions from ancient civilisations, other historical inventions and modern inventions.</p> <p>Who were some other famous inventors? Why are they important? Louis Braille, Thomas Edison,</p> <p>Which time period had the most important inventions? Compare Ancient Greece, Victorians and 20th Century.</p>	<p>How have school dinners changed? Look at school dinners becoming healthier. Look at school dinners in the 20th century.</p> <p>Where do we get our food from? How has this changed? Look at supermarkets and how they have changed.</p> <p>How did some foods come to Britain? Sugar, cotton, tea, pineapples etc.</p> <p>What was rationing and how did it affect food? Explore dig for victory, what foods were rationed and what people ate instead.</p> <p>Have rich and poor people always eaten the same? Look at the Victorians and the Tudors and modern times to compare how rich and poor ate and the implications on health.</p> <p>What did people in early Britain eat? Explore how we shifted from hunters to farmers.</p> <p>Order some meals and events from the time periods explored.</p>
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, ancestor, historical, King, Queen, heir, inherit, leader, parliament, democracy, plot, law.	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, Millennium, BC, epoch, era, compare, discovery, invention, old fashioned, innovative, historical, ancient, civilization.	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, Millennium, BC, epoch, era, compare, ancestor, generation, historical, agriculture, hunter-gatherer, peasant,
Previous vocabulary	new, old, young, younger, youngest, older, oldest, before, after, timeline, artefact, church, change, First, calendar, next, then, finally, long ago, Local, yesterday, now, last week,		
Cross Curricular Links			

Year 1 & 2 History Long-Term Plan Year B	Autumn Term 2021 Pirates 	Spring Term 2022 Explorers 	Summer Term 2022 Great fire of London and the Great Fire of Northampton. 
Key Skills	<ul style="list-style-type: none"> 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, 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. 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? 	<ul style="list-style-type: none"> 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 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. 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? 	<ul style="list-style-type: none"> 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. 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. 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.

			<ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago?
Activities + Evidence	<p>Grace O'Malley What is a pirate?</p> <p>What were the main events of Grace O'Malley's life?</p> <p>What happened when Grace met Elizabeth 1?</p> <p>What was it like to live at the same time as Grace?</p> <p>Should we call Grace O'Malley a Pirate?</p> <p>Francis Drake</p> <p>Who was Francis Drake?</p> <p>How was he similar/different from Grace?</p> <p>What was the Spanish Armada?</p> <p>Was Francis Drake a pirate?</p>	<p>What makes an individual significant? Why do we remember certain people?</p> <p>What is an explorer? Why do people explore?</p> <p>Why do people settle in other countries? Where are the people in our community from?</p> <p>Who is Ibn Battuta?</p> <p>Where did Ibn Battuta explore?</p> <p>What challenges did Ibn Battuta face?</p> <p>How do we know about Ibn Battuta?</p> <p>Were there women explorers? Investigate Amelia Earhart, Mary Kingsley, Harriet Quimby, Bessie Coleman</p> <p>Who were some other famous explorers? Investigate the Vikings, Columbus, Robert Scott and Neil Armstrong.</p> <p>How should we remember significant people?</p>	<p>What was London like at the time? Who lived there? How did they live?</p> <p>Could anyone have stopped the fire?</p> <p>What did people do?</p> <p>Who was Samuel Pepys?</p> <p>What was the fire like?</p> <p>What was London like after the fire?</p> <p>What did the King do to make London better?</p> <p>What was Northampton like at the time? Who lived there? How did they live?</p> <p>What caused the Northampton fire?</p> <p>How was the Great fire of Northampton similar and different to the Great fire of London?</p> <p>How did Northampton change?</p>
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