



## History Long Term Plan – Nursery – Year 6

History Long Term Plan					
Nursery					
Term	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
<b>Topics</b>	<b>Rhyme and Colour</b>	<b>Let's Celebrate!</b>	<b>Growth and Change</b>	<b>People Who Help Us</b>	<b>Bears, Bears, Bears!</b>
<b>Key Texts</b>	<p>**A range of high-quality picture books to introduce children to story time**</p> <p>Nursery Rhymes Goldilocks and the three bears The Gingerbread Man</p>	<p>The Colour Monster</p> <p>*With additional stories from Reading Long Term Plan</p>	<p>The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip How to grow a dinosaur</p>	<p>Range of non-fiction texts</p>	<p>Everywhere Bear We're Going on a Bear Hunt Paddington</p>
<b>Understanding the world</b>	<p>*Use all their senses in hands on exploration of natural materials. *Explore collections of materials with similar and/or different properties.</p>	<p>*Begin to make sense of their own life-story and family's history. *Continue to develop positive attitudes about the differences between people.</p>	<p>*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and animal. *Begin to understand the need to respect and care for the natural environment. *Talk about the differences between materials and changes they notice.</p>	<p>*Show an interest in different occupations. *Explore how things work. *Explore and talk about different forces they feel.</p>	<p>*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception					
Topics	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
<b>Key Texts</b>	<p>**A range of high-quality picture books to introduce children to Reception story time**</p> <p>How to fill a bucket Only one me Unicorn ...</p>	<p>Supatato The Day the Crayons Quit</p> <p>*With additional stories from Reading Long Term Plan</p>	<p>How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood</p>	<p>Three Little Pigs Katie in London  The Royal Family</p>	<p>Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish</p>
<b>Understanding the world</b>	<p>*Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Understand the effect of changing seasons on the natural world around them. *Describe what they see, hear and feel whilst they are outside.</p>	<p>*Compare and contrast characters from stories, including figures from the past. *Recognise that people have different beliefs and celebrate special times in different ways. *Understand that some places are special to members of their community.</p>	<p>*Recognise some environments that are different to the one in which they live. *Explore the natural world around them.*Draw simple information from a map.</p>	<p>*Comment on images of familiar situations in the past.</p>	<p>Early Learning Goal statements</p>



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Year 1	<a href="#">How am I making history?</a>	<a href="#">How have toys changed?</a>	<a href="#">How have explorers changed the world?</a>
Year 2	<a href="#">How was school different in the past?</a>	<a href="#">How did we learn to fly?</a>	<a href="#">What is a monarch?</a>
Year 3 (LKS2)	<a href="#">British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</a>	<a href="#">British history 2: Why did the Romans settle in Britain?</a>	<a href="#">What did the ancient Egyptians believe?</a>
Year 4 (LKS2)	<a href="#">How have children's lives changed?</a>	<a href="#">British history 3: How hard was it to invade and settle in Britain?</a>	<a href="#">British history 4: Were the Vikings raiders, traders or settlers?</a>
Year 5 (UKS2)	<a href="#">British history 5: What was life like in Tudor England?</a>	<a href="#">What did the Greeks ever do for us?</a>	<a href="#">How did the Maya civilisation compare to the Anglo-Saxons?</a>
Year 6 (UKS2)	<a href="#">What does the Census tell us about our local area?</a>	<a href="#">British history 6: What was the impact of World War II on the people of Britain?</a>	Transition unit <a href="#">Unheard histories: Who should go on the banknote?</a> or <a href="#">The Sikh Empire</a>