

Long Term Forecast EYFS Working towards NC History

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 		
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 		
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
	Cycle 1		<ul style="list-style-type: none"> • All about Me • Light and Dark 	<ul style="list-style-type: none"> • Cold Places and Weather • Food and Growth 	<ul style="list-style-type: none"> • Minibeasts • Pirates
	Cycle 2		<ul style="list-style-type: none"> • People who help us/Super-heroes • Space 	<ul style="list-style-type: none"> • Dinosaurs • Farm 	<ul style="list-style-type: none"> • Terrific Tales • Fun at the seaside

- The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.
- This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for History within the national curriculum. The table above 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 areas of learning: ***Understanding of the World***

LONG TERM FORECAST		Key Stage 1 History	
Term Theme	Autumn – Me and My World	Spring – What, Where, When?	Summer – What, How, Why?
Pupils should be taught about: <ul style="list-style-type: none"> A. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life B. events beyond living memory that are significant nationally or globally C. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods D. significant historical events, people and places in their own locality 			
Golden Thread	History In Manchester – Equality	British History - Acceptance	History around the world – Community Education
Year 1	National Changes: Changes in Living Memory Focus - Grandparents A	Focus Castles D	Beyond Living Memory: Neil Armstrong (Man on The Moon) B, C
Year 2	Local Significant Person: LS Lowry Focus – Who were and are the famous people of Manchester and the UK B, C, D	Beyond Living Memory: Great Fire of London Focus – Great Fire of London B, C, D	Significant People: Florence Nightingale Mary Seacole Focus – Who were the famous black people that have contributed to improving our world B, C, D

LONG TERM FORECAST

Key Stage 2 History

Term Theme	Autumn – Me and My World	Spring – What, Where, When?	Summer – What, How, Why?
------------	--------------------------	-----------------------------	--------------------------

Pupils should be taught about:

- E. changes in Britain from the Stone Age to the Iron Age
- F. the Roman Empire and its impact on Britain
- G. Britain’s settlement by Anglo-Saxons and Scots
- H. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- I. a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- J. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- K. Ancient Greece – a study of Greek life and achievements and their influence on the western world
- L. a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300

Golden Thread	History In Manchester– Equality	British History- Acceptance	History around the world – Community Education
Year 3	Changes in Britain: Stone Age to Iron Age <i>Focus – Stone age</i> E, I		Roman Empire and its impact on Britain <i>Focus - Romans</i> F, I
Year 4	Britain Settlements: Anglo Saxons and Scots <i>Focus – Anglo Saxons</i> G, I	Struggle for the Kingdom Of England Viking and Anglo Saxon <i>Focus – Anglo Saxons & Vikings</i> H, I	First Civilization: Ancient Egypt <i>Focus - Egyptians</i> J
Year 5	Victorians Changing Local Area Study <i>Focus – Victorians & Industrial Revolution</i> I	<i>A study of an aspect or theme in British history</i> <i>Focus - Windrush</i> I	Non-European: Mayan Civilization <i>Focus - Mayans</i> L
Year 6	WWII Impact on Manchester Local Area Study: <i>Focus – World war 1 & 2 & British Empire</i> I		In depth Study: Ancient Greek Life <i>Focus – Ancient Greeks</i> K