

History Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Core Knowledge Vocabulary Disciplinary concepts ('Big ideas' taken from National Curriculum)- Continuity and Change, Cause and Consequence, Similarity, Difference and Significance Substantive concepts (Golden Threads- selected to suit our learning at St Mary's)- Monarchy, Power, Invasion, Migration, Diversity, Civilization, Inventions						
<u>Statutory Guidance from the EYFS Framework for Understanding the World:</u> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
EYFS Possible topics	Starting School Autumn Harvest Family Who am I?	People Who Help Us Christmas Celebrations including Diwali	Winter Arctic environments Journeys The world around us Chinese New Year	Growing up - babies, generations Health inc. oral health Spring Easter The Farm	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer Hot environments Rock pools Mermaids Pirates Seaside
	Children using words 'now' and	Children talking about their past life experiences e.g. birthdays, Christmas.	Children understanding the	Children commenting	Children confidently	Children beginning to

NURSERY DEVELOPMENT OF PAST AND PRESENT	'next'. Children talking about their family, who they live with and any pets. Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets, Implementation- Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life. Diversity Similarity Difference	Children using the words 'then' 'now' 'next' 'before'. Past, before, events, now, then, before, next. Implementation- Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time). Diversity Similarity Difference	terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos New, old, past, present, now, different, same, rusty, black and white, modern. Implementation- Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past. Continuity and Change	on their own past experiences e.g. Easter. Children showing curiosity about objects from the past. Past, happens, events, experiences, Easter, egg hunt, same, different, old, new. Implementation - Children discussing how they have celebrated Easter in the past. Children looking at photos and objects or books from the past. Diversity Continuity and Change	talking about who they are and who they live with, Children asking questions to family members about when they were young. Family, live with, family tree, old, new, past, questions, happened. Implementation- Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and	understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma. Sequence, first, last, then, before, family, names, family tree. Implementation - Children being taught how to 'sequence' using two familiar events – either in the present day or from across the year. Children continuing with their work around families and family trees. Diversity
---	--	--	--	---	--	---

					grandparents about their lives in the past. Diversity Migration Similarity Difference	Similarity Difference
Reception Development of Chronology and Development of Enquiry	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children know that you can find out information from different sources Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Children find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali. Last week, yesterday, a long time ago, last year, before I was born. History, past, celebrations, festivals. Implementation- Discussions around past and present – events such as celebrations, remembrance day (war). Continuity and Change	Children visually represent their own day on a simple timeline. Timeline, day, week, first, last, them, next, days of the week – names. Implementation- Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Children talk about and understand changes in their own lifetime and what happens when they get older. Children describe images of familiar situations in the past when looking at contrast images or stories. Children	Children recount an event that has happened. Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. Event, special, what happened, then, next. Key worker, job, help, helpful,	Children can order experiences that have happened to them and in stories they have read. Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They

	Information, books, videos, search, internet, Implementation- Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends. Adults modelling how to find information using a range of sources. Adults giving children access to books to find information. Diversity Similarity Difference		Continuity and Change	understanding growth and change. Changes, baby, toddler, child, teenager, adult, elderly, ages. Images, pictures, past, present, same, different, grow, change. Implementation - Learning about life cycles of animals, learning about how we grow and change as people. Children learning about the past through stories. Diversity	community, police, fire service, doctor, dentist. Implementation- Discussions around events we have had at school such as school trips, visits etc. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present. Similarity Difference	notice similarities and differences independently and talk about these. First, then, next, after that, finally, story. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Implementation - Adults prompting children to order experiences and stories verbally or in a
--	---	--	-------------------------------------	---	---	--

				Continuity and Change		written method. Children provided with images to compare with past and present. Discussions around past and present. Similarity Difference Diversity
Year 1	How has life changed for my grandparents? (Changes in living memory- toys, fashion, schools, shops, transport, Christmas etc.) - Talk about how	How has life changed for my grandparents? (Changes in living memory- toys, fashion, schools, shops, transport, Christmas etc.) - Talk about how toys/fashion have changed over time - Explain why toys have changed over time - Show an understanding that grandparents were children in the past Parents, Grandparents, Great grandparents way of life, toys, materials, leisure, plastic, wood, metal Modern, Past, present, similarity, difference			Who has been to space? (Significant people/events) - Discuss the first moon landing making reference to Neil Armstrong - Talk about Tim Peake	

	toys/fashion have changed over time • Explain why toys have changed over time • Show an understanding that grandparents were children in the past Parents, Grandparents, Great grandparents way of life, toys, materials, leisure, plastic, wood, metal Modern, Past, present, similarity, difference Diversity, Inventions	Diversity, Inventions Continuity and Change, Cause and Consequence			• Know about Helen Sharman space astronaut transport timeline research Significant Future Diversity Inventions Significance	
--	---	--	--	--	--	--

	Continuity and Change, Cause and Consequence					
Year 2	How did we learn to fly? - Significant events globally- Wright Brothers and Amelia Earhart - The Wright brothers invented the first engine powered glider. - This happened on Kitty	How did we learn to fly? - Significant events in own locality- Roy Chadwick - Roy Chadwick helped to design planes, some of which were used during the war. - Roy Chadwick lived in Urmston and so is a local person. Local Change Compare Contrast Making connections Making conclusions Impact Roy Chadwick				How has our school changed? - Local history - History of St Mary's primary school - Describe how the building, uniform and

	Hawk beach in America. • They were successful because they worked hard, never gave up, used the money from their bike shop to build their planes.	Engineer Avro Lancaster Bomber Inventions Power Cause and Consequence and Significance				teachers have changed. • Know that there was a fire in 1971 which burned down part of the school. • To describe how the fire started.
	Inventor Invention Event Evidence Source Flight Aeroplane Achievement Significant Global					Cause Effect Consequence School

	Inventions Cause and Consequence and Significance					Church Memory Order Artefact Fire Continuity and Change, Cause and Consequence, Similarity, Difference and Significance
Year 3	What was life like in the Stone Age? How did things change in the Bronze and Iron Ages?	What was life like in the Stone Age? How did things change in the Bronze and Iron Ages? Changes in Britain: Bronze Age to Iron Age			How did the Ancient Egyptians influence how we live today? In depth study of	How did the earliest civilisations influence how we live today?

	- Changes in Britain: Stone Age to Bronze Age - Children know how and why life was more challenging in the Stone Age. - Children know the Stone Age ended about 5000 years ago. - Children know that Skara Brae is a prehistoric village discovered on the Orkney Islands.	- Children know how and why life was more challenging in the Stone Age. - Children know the Stone Age ended about 5000 years ago. - Children know that Skara Brae is a prehistoric village discovered on the Orkney Islands. - Children can talk about how things changed in the Bronze and Iron Ages. - Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/Iron Age. Cause and Consequence, Continuity and Change, Similarity, Difference and Significance Civilisation Migration			Ancient Egypt - Children can explain that we know about the Ancient Egyptians because of the artefacts and monuments discovered. - Children can talk about the daily life in Ancient Egypt. - Children know that pharaohs were important	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: Dynasty of Ancient Sumer, The
--	---	---	--	--	---	--

	- Children can talk about how things changed in the Bronze and Iron Ages. - Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/Iron Age. Britain temporary and permanent Palaeolithic hunter-gatherers Mesolithic, Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge				and people had slaves. - Children know about the life of the young pharaoh Tutankhamun. - Children know that pyramids were built as tombs for Egyptian royalty. Ancient Egypt Mummification Pyramid River Nile Sarcophagus Papyrus Achievements	Indus Valley, Ancient Egypt, The Shang Ancient China - Children know that there is evidence of the earliest civilisations in our art, architecture, literature, language etc. - Children know that Ancient Sumer,
--	---	--	--	--	---	---

	Primary/secondary sources Continuity and Change, Similarity, Difference and Significance Civilisation Migration				Ancient Tutankhamun Pharaoh Settlement Howard Carter Hieroglyphics Beliefs Wealth Power Civilisation Migration Monarchy Continuity and Change, interpretation, significance	Indus Valley and Shang Dynasty were all around at the same time as Ancient Egypt. • Children know that Ancient Egypt was around 5000 years ago. • Children know that ancient civilisations relied on
--	--	--	--	--	--	--

						rivers to supply drinking water and to fertilize the surrounding land for crop growth . • Children know that the Stone Age was an ancient civilization at the same time as Ancient
--	--	--	--	--	--	---

						t Egypt. Civilizations irrigation Ancient Sumer Indus Valley Ancient Egypt Mummification Pyramid Shang Dynasty of China Compare Contrast Challenges Diversity Landscape Overview Connections Civilisation
--	--	--	--	--	--	---

						Migration Similarity, Difference and Significance
Year 4	What was life like as a Greek? What were the differences between an Athenian and a Spartan? • Ancient Greece- a study of Greek life and achievements and their influence on the western world	What was life like as a Greek? What were the differences between an Athenian and a Spartan? • Ancient Greece- a study of Greek life and achievements and their influence on the western world • Identify the differences between life a Athenian and a Spartan. • Highlight how the Ancient Greeks influenced our lives today. • Approximately identify when the Ancient Greeks lived. • Develop an understanding of democracy. • Highlight the ways men and women were treated differently.			How did the Roman Empire impact Britain today? What are some of the most famous Roman inventions? • The Roman Empire and its impact on Britain • Identify the impact	How did the Roman Empire impact Britain today? What are some of the most famous Roman inventions? • The Roman Empire and its impact on Britain • Identify the

	- Identify the differences between life a Athenian and a Spartan. - Highlight how the Ancient Greeks influenced our lives today. - Approximately identify when the Ancient Greeks lived. - Develop an understanding of democracy. - Highlight the ways men and women were treated differently.	Power, Civilisation, Invasion, Diversity Cause and Consequence, Interpretation, Significance			the Roman Empire had on Britain today. - Highlight how the Romans came to England. - Identify how we know the Romans lived in Manchester. - Highlight the reasons people's opinions of the Romans differed. - Understand why the Romans left England.	impact the Roman Empire had on Britain today. - Highlight how the Romans came to England. - Identify how we know the Romans lived in Manchester. - Highlight the reasons people's
--	--	---	--	--	--	---

	Ancient Greece western world Democracy Philosophy Olympic Games Athens Parthenon/ Acropolis Power Baths Interpretation Reasoning Worship Power, Civilisation, Invasion Cause and Consequence, Interpretation, Significance				Julius Caesar Claudius invasion Conquest resistance Boudica Romanisation Viaduct/aqueduct Gladiator Coliseum/Amphitheatre Hadrian's wall Beliefs Migration, Diversity, Civilisation, Power, Invasion Continuity and Change, Cause and Consequence	opinions of the Romans differed. • Understand why the Romans left England. Julius Caesar Claudius invasion Conquest resistance Boudica Romanisation
--	--	--	--	--	---	---

						Viaduct/aqueduct Gladiator Coliseum/Amphitheatre Hadrian's wall Beliefs Migration, Diversity, Civilisation, Power, Invasion Continuity and Change, Cause and Consequence
Year 5		Who were the Anglo-Saxons and where did they come from? • (Britain's settlement by Anglo-Saxons and Scots) • Know who the Anglo-Saxons were and where they came from	How well did the Anglo Saxons and Vikings get on with each other? • (The Viking and Anglo-Saxon			What can be learnt from the early Islamic civilisation? • (Non-European an

		• Know that the Anglo-Saxons came to England in 410 AD (5th Century) • Know how religion changed from Paganism to Christianity • Talk about the Nico Ditch • Know who King Alfred the Great was and discuss whether he really was great Dark ages settlement Christian conversion Lindisfarne Sutton Hoo Monks Settlement Invasion Religion Deduction Inference Organising information Chronology Justice Invasion, Power, Migration, Monarchy Continuity and Change, Interpretation	struggle for the Kingdom of England to the time of Edward the Confessor) • Explain why the Vikings came to England • Know what happened in Lindisfarne • Explain the relationship between the Anglo Saxons and Vikings • Know what Danelaw and Danegeld are • Explain how we			society that provides contrasts with British history - Early Islamic civilisation including a study of Baghdad c. AD 900) • Explain what can be learnt from the early Islamic civilisation-
--	--	---	---	--	--	--

			know that the Vikings came to England and talk about what they left behind Raids resistance Danegeld Alfred the Great Althelstan Edward the Confessor Danelaw Conflict Trade Linisfarne Monastery Peasantry Laws Invasion, Power, Migration			maths, science etc. • Know that the Golden Age of Islam was approximately between 622 (7th Century) AD – 1258 • To know what the 'Golden Age' means • Know what was happening in Europe
--	--	--	--	--	--	--

			Continuity and Change			at the same time • Explain why Baghdad was such an important place Baghdad Islam Prophet Muhammad Muslim mosque caliphs Golden Age Influence Scholars Astronomy
--	--	--	------------------------------	--	--	--

						House of Wisdom Religion Beliefs Invasion, Power, Migration, Inventions, Diversity Continuity and Change, Cause and Consequence, Interpretation
Year 6	Who was Franz Ferdinand? (British history that extends chronological knowledge beyond 1066 (The Wars))	Should WWII have happened? (Local history: The Wars- impact on local area) - Explain the causes of WW2. - To know about evacuation of children - Explain what rationing was - Talk about the role of women in the war. - Talk about the Holocaust				How was Britain rebuilt after WWII? (Local history : NHS, - British settlements: immigr

	- WW1 took place between 1914-1918. - The assassination of Franz Ferdinand was a trigger for the start of WW1. - Talk about life in the trenches - To know what happened at the Battle of the Somme - Know how & why the war ended. - To be able to talk about the Treaty of Versailles.	Discuss the impact of WW2 on Britain. Cause and Effect Consequence Holocaust Evacuation Rationing Equality Impact Propaganda Impact Leader Invasion Society Gender Political Invasion, Power, Diversity Continuity and Change, Cause and Consequence				ation, rebuilding) - Explain the impact of WW1 & WW2 on our local area. - Talk about how and why the NHS began - Know about immigration - Explain how jobs, housing
--	---	--	--	--	--	---

	Central Powers Trench life War Hitler Battle of Somme Franz Ferdinand Parliament Triple Entente Alliance Invasion, Power, Diversity, Monarchy Continuity and Change, Cause and Consequence					g and buildin gs change d To explain how the econo my was affecte d by war National Health Service Economy Immigration Society Local area Memorial Housing Economic Interpretation
--	---	--	--	--	--	--

						Forming conclusions Making links historical perspective Judgement Contrasting arguments and interpretations Power, Inventions, Migration Cause and Consequence, Continuity and Change, Similarity, Difference and Significance, Interpretation
--	--	--	--	--	--	---

