

St Chad's RC Primary

History Long Term Plan

The Aims of the National Curriculum for History

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Nursery	In Nursery, our children begin to develop their sense of chronology by talking about their own life story. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present.		
	Autumn Term	Spring Term	Summer Term
	What did I wear when I was a baby? Children will start by talking about photos from the past. The children will look at what they wore when they were a baby and compare it to the clothes they wear now.	What was my favourite toy when I was a baby? Children will continue to look at past and present. Children will be encouraged to retell what their parents have told them about their favourite toy. Children will bring in their favourite toy from when they were a baby and talk about it.	How have I changed since I was a baby? Children will start to think about similarities and differences between

			people. The children will compare a photo of them from the past and a photo from the present and talk about what is the same and what is different.
Reception	<p>Throughout the year, children will learn important historical concepts including:</p> <ul style="list-style-type: none"> • Talking about the lives of the people around them and their roles in society. • Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understanding the past through settings, characters and events encountered in books read in class and storytelling. • Time passes in sequential order. • There is key vocabulary associated with the passage of time. • Time changes us all. <p>Key concept: to know that there are important people in our lives.</p> <p>Key concept: to know that people in our school and society celebrate different religions and festivals and that these are important to them.</p>		
	Autumn Term	Spring Term	Summer Term
	<p>Threading across the year: Understanding the past through story telling Festivals and traditions including bonfire night and Christmas. To be able to confidently use and understand the words 'old' and 'new' and categorise objects/items appropriately.</p>	<p>All about me: my family To show a clear understanding of the 'past' and 'present' and to be able to categorise objects and/or images. *To talk about images from the past. *To ask questions about the past. Children will begin their learning about some important people in their lives and society e.g., mothers, grandmothers.</p>	<p>My family: different generations Family / Immediate / Extended / Royal family / Famous families. *What makes me special? Special times in my life and in the life of my friend Family traditions/celebrations e.g., birthdays etc. Children will learn about Queen Elizabeth and King</p>

			Charles – what they look like, why they are famous and how they are related. They will continue the theme of important women by learning why Queen Elizabeth was so significant (length of time on the throne). They will begin to learn about what it means to be a king or queen.
	Autumn Term	Spring Term	Summer Term
Year 1	How have toys changed? Changes within living memory and aspects of change in national life people and places in their own locality.	How did Florence Nightingale and Mary Seacole change nursing? Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will learn there are different interpretations of Florence Nightingale and Mary Seacole and their contributions to nursing. 1805AD – 1910AD	History of vehicles This unit studies the changes in transport over time. It looks at how transportation has improved people's lives throughout history. It will teach children about the different forms of transport (land, water and air) 3500BC – Present
End of unit assessment focus/ key learning	Know that toys have changed over time. To describe some of these changes. Key concept: To know the difference between the past and the present...	Know that Florence Nightingale is the most famous nurse in history. Know that Mary also cared for wounded soldiers like Florence Nightingale. Know that because of the work of Nightingale and Seacole, our hospitals are very clean and well organised. Key concept How inspirational people (women) helped to bring important change. Key concept	Know that transport has changed over time. Know that improved transportation has improved people's lives in many ways including - ability to move away from home, ability to go on holidays, ability to find out more about the world. To know why Amelia Earhart is famous and her legacy for women today. To begin to understand a timeline.

		Roles of women in society	<p>Key concept: To know that technology has changed the way people live.</p> <p>Key concept How inspirational people (women) helped to bring important change</p>
Year 2	<p>How have explorers changed the world? Christopher Columbus and Neil Armstrong Significant historical events and comparison of famous explorers Children should begin to understand that history is the study of everything that has happened in the past to people and things. We will see that people through time have had the desire to explore our planet and beyond and that advances in technology have enabled us to reach new frontiers.</p> <p>1492AD – 1506AD and 1986AD – 2001AD</p>	<p>How did the Great Fire change London? In 1665, the plague killed thousands of people. While the people were still recovering, a second disaster hit the city in 1666: the Great Fire of London. We will learn about the different reasons for the fire spreading so quickly and causing such devastation. We will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant.</p> <p>1661AD – 1666AD</p>	<p>How did Emily Davidson and Rosa Parks use their voices to make a change? Throughout history, individuals and groups have used their voices to stand up for what they believe in. In this unit, children will learn about two activists from different times and places: Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. This unit builds on the theme of important women (Florence Nightingale and Mary Seacole from Year 1).</p> <p>1879AD – 1918AD and 1913AD – 1956AD</p>
End of unit assessment focus/ key learning	<p>Know that Christopher Columbus was an explorer (someone who travels to places about which very little is known, in order to discover what is there). Columbus discovered a new continent (America). Know that Neil Armstrong was an American astronaut - someone who travels in space. He was the first person to walk on the moon.</p> <p>Key concept How inspirational people helped to bring important change. Key concept: To know that technology has changed the way people live – moving beyond people’s everyday lives, in Year 1, to space travel.</p>	<p>Know that the Great Fire of London occurred in 1666. Know that Samuel Pepys was a man living in London at the time. Know that he wrote a diary describing the fire. Know that this is one of the most important sources of information about the fire.</p>	<p>Know that Rosa Parks risked her life to improve the lives of African Americans. Through Emily Davidson’s protest, more people learned about women’s struggle to be allowed to vote.</p> <p>Key concept How inspirational people (women) helped to bring important change (building from Year 1, extending to consider implications for equality). Key concept Roles of women in society and how these have changed due to women’s actions.</p>

Year 3	<p>The Ancient Egyptians and their greatest achievements</p> <p>This unit links to knowledge of the Stone Age (spring term). Pupils will learn the term 'Egyptologist'. The topic will cover the discovery of Tutankhamun, The Valley of the Kings and the different pharaohs such as Rameses II. The topic covers the Ancient Egyptian beliefs in different gods.</p> <p>It uses the term 'ritual' (also seen in the topic of Vikings and Anglo-Saxons in Year 4).</p> <p>Children will also learn about hieroglyphics which is also taught in Year 5 Mayans.</p> <p>4000BC – 332BC</p>	<p>How did Britain develop from Stone age to Iron Age?</p> <p>This learning is focused on the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools.</p> <p>The topic revisits the term 'archaeologist' which was introduced last term when studying Ancient Egypt. This term 'archaeologist' will be used again in the next topic, The Roman Empire in Britain, and again throughout the Year 4 topics of Anglo Saxons and the Scots.</p> <p>3000BC – 43AD</p>	<p>The Roman Empire and its impact on Britain.</p> <p>How did the Romans end the Iron Age in Britain?</p> <p>After learning about the developments in Britain from the Stone Age to the Iron Age, pupils will learn that during the same period, in Italy, the Roman Empire had begun. Pupils will learn why people from Rome travelled to Britain (to trade). They will learn about the Roman invasion of Britain, led by Julius Caesar in 55BC. Learning about Boudica builds on the theme of important women from history (e.g. Florence Nightingale, Year 1, Rosa Parks, Year 2).</p> <p>This topic directly follows on from the previous topic of 'Stone Age to Iron Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). 753BC – 410AD</p>
End of unit assessment focus/ key learnig	<p>Know that archaeologists study historical records to work out where ancient civilisations were.</p> <p>Know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they had died.</p> <p>Know that from 3100 BC Egypt was ruled by kings/queens known as Pharaohs, who built monuments of themselves to impress people and scare their enemies.</p> <p>To know that Ancient Egyptians used a system of writing called hieroglyphs.</p>	<p>Know that people have been in Britain for about 1 million years.</p> <p>Know that Stone Age is named because the people used stones as tools.</p> <p>Know that the next major age after the Stone age is the Bronze Age. People found a way of making tools and weapons with metal.</p> <p>Know that from around 800 BC the Iron Age began.</p> <p>Know that tools and weapons were now being made of iron</p>	<p>Know that the Roman army gave Rome the power to create the Roman Empire.</p> <p>To know some of the ways that the Roman Empire changed Britain.</p> <p>To know who Boudica was and why she is famous.</p> <p>To know why the Roman Empire ended.</p> <p>Key concept How inspirational people (women) helped to inspire others to take action. Link to</p>

	<p>Key concept: This topic introduces a key concept of religion, and what people believed about the afterlife. Pupils will learn about rituals e.g. burying pharaohs with treasures.</p> <p>Key concept: To know that technology has changed the way people live – pupils will learn that the Ancient Egyptians developed ideas and techniques that had a lasting legacy.</p>	<p>Key concept: Pupils will build on this concept from last term. They will learn how advancements in knowledge led to people changing the way they lived (from hunter gatherers to farmers).</p>	<p>previous learning about inspirational women.</p> <p>Key concept Roles of women in society Key concept: To know that technology has changed the way people live – pupils will learn that the Ancient Romans left a lasting legacy e.g. in road building.</p> <p>Key concept Invasion and settlement Pupils will learn that the Roman Empire had a powerful army that enabled them to invade other countries. They will consider some of the motivations for the Romans to come to Britain.</p>
Year 4	<p>How did the Anglo Saxons and Scots change Britain? After the Romans ‘left’ pupils research who the Anglo-Saxons were and how they settled in Britain. They will compare them to the Roman invaders by examining similarities in their motivations for invasion and differences in how they built society. We will examine their settlements and discover what life was like in Anglo-Saxon Britain. How did they live? How did they make a difference to our lives today? The building of houses with thatched roofs and farming is taught (link to ‘Mayans’ in Year 5 as they also built houses with thatched roofs) Towards the end of the topic, children are taught about the importance of religion and the Viking</p>	<p>Why was there conflict between Anglo-Saxon and Vikings in Britain? This is the second of two units looking into the changes in British History after the Roman invasion. Children will be familiar with the Viking invasion on Lindisfarne at the end of the Anglo Saxons and the Scots unit Pupils will continue to explore the thread of invasion and settlement by learning that in AD 787, the first three Viking ships landed from Denmark. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland.</p> <p>787AD – 1066AD</p>	<p>Who were the Ancient Greeks? The term ‘archaeologists’, ‘historians’ and ‘excavate’ are used throughout (Links to previous Yr. 3 topics on ‘Ancient Egyptians’ and Romans). The term ‘city states’ is introduced. This term is also used in the Year 5 topic ‘The Mayans’.</p> <p>The roles of women are explored. This aspect could also be linked to a theme of inspirational women, Rosa Parks, Emily Davison’ (Yr2) and the role of women during WW2 (Yr 6). The Greeks also believed in different Gods for different elements of life. These foundations of religion can be linked to the Norse beliefs</p>

	<p>attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 3) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings' topic next term.</p> <p>410AD – 787AD</p>		<p>in Yr4 - The Vikings and also The Egyptians (Yr3).</p> <p>776BC– 323BC</p>
End of unit assessment focus/ key learning	<p>In AD 410 the Romans left Britain. The Scots eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. They became part of a group called the Anglo-Saxons.</p> <p>Anglo-Saxons built their own settlements with each village having a chief who protected the villagers.</p> <p>Anglo Saxons grew their own food and farmed animals to eat. Houses were simple - built of wood and had thatched roofs made of straw.</p> <p>In AD 596 the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity.</p> <p>The Anglo Saxons came under threat from Vikings, overseas raiders from Scandinavia.</p> <p>Key concept: This topic builds on the key concept of religion from Ancient Egypt. Pupils will start to compare religions across different civilisation and learn why some societies changed their religion due to invasion/ power.</p> <p>Key concept</p>	<p>The Vikings told many stories about their gods. These stories often involved mythical creatures like giants and elves.</p> <p>The first planned Viking raid was on the island of Lindisfarne in 793 AD. The Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others.</p> <p>The Vikings managed to defeat all the Anglo-Saxons kingdoms except for Wessex where King Alfred reigned.</p> <p>Key concept: This topic builds on the concept of religions. Pupils will learn that invaders sometimes destroy important religions buildings and artefacts.</p> <p>Key concept Invasion and settlement Pupils will build on their knowledge of the motivations for the Romans to come to Britain by considering how the Anglo Saxons came to Britain. Pupils will learn how they, in turn, came under threat from Vikings.</p>	<p>Know that BC means 'Before Christ' and know that anno Domini (AD) means 'in the year of our lord' in Latin. Know that AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era).</p> <p>Know that Ancient Greece was one of the greatest human civilisations and its achievements are still influential today.</p> <p>Civilisation means 'a human society with its own social organization and culture'.</p> <p>Know that the Ancient Greeks founded the Olympic games.</p> <p>Religious beliefs were very important to the Ancient Greeks. They believed in many different gods and goddesses.</p> <p>The Greek system of democracy went on to shape the most modern governments and societies including the Houses of Parliament.</p> <p>The architecture used by the Ancient Greeks to build temples and other buildings has inspired many later societies.</p>

	<p>Invasion and settlement</p> <p>Pupils will build on their knowledge of the motivations for the Romans to come to Britain by considering how the Anglo Saxons came to Britain. Pupils will learn how they, in turn, came under threat from Vikings.</p>		<p>Key concept: This topic builds on the key concept of religion from Ancient Egypt. Pupils will deepen their understanding of religions across different civilisations.</p> <p>Key concept Building on learning about this from previous topics, pupils will consider how the war forced change and how some women were unwilling to return to their previous roles, leading to a lasting legacy.</p> <p>Key concept: To know that technology has changed the way people live – pupils will learn that, like other ancient civilisations, the technological advancements e.g., in architecture, have left a lasting legacy.</p>
Year 5	<p>How did life in the Mayan Civilisation compare to life in Viking Britain?</p> <p>Prior knowledge of the Ancient Egyptian Civilisation in Yr 3 can be revised as many aspects of life for the Mayans and Egyptians were very similar. Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (different Gods that had an effect on farming such as Kinich Ahau the Sun God and also the belief in the afterlife). Another topic these beliefs can be linked to is The Vikings (Yr 4), who also held similar religious beliefs to both the</p>	<p>Local History study: What were the significant changes in Manchester during the Industrial Revolution?</p> <p>Pupils will learn about Peterloo Massacre and impact of ‘Cottonopolis’.</p> <p>Pupils will learn what life was like for people in different social classes. They will explore some of the significant changes of this era and consider how they affected people. There is a focus on how life changed in terms of work, education and health during the industrial revolution. Through a focus on the development of cotton mills and how technological advancements brought about significant changes for people living in this period.</p> <p>1730AD – 1930AD</p>	

	<p>Mayans and the Ancient Egyptians. Both the Mayans and Egyptians had Royal Families and hierarchies to organise society. It can also be discussed that hieroglyphics were a way of writing in both societies (although the actual symbols were quite different).</p>	
<p>End of unit assessment focus/ key learning</p>	<p>A civilisation is a human society with its own social organisation and culture.</p> <p>Know the timeline of the Mayan civilisation in South America. Compare it to other periods of previously studied History including Ancient Greeks, Romans, Stone age.</p> <p>Know that their society was organised into powerful kingdoms and cities.</p> <p>Know that The Mayans were famous for developing an early system of writing called hieroglyphics.</p> <p>The Mayans developed trade systems to exchange goods that they could produce for other things that they could not produce. They did not use money.</p> <p>Key concept: This topic builds on the key concept of religion. Pupils will deepen their understanding of religions across different civilisations.</p>	<p>To know that people's lives were changed by the industrial revolution (e.g. people moved from rural locations to cities, including Mancehster).</p> <p>To know that the industrial revolution had an impact on people's work, health and children's education.</p> <p>To be able to describe the reason for people's protests, and how this led to the Peterloo Massacre.</p> <p>To understand that eye witnesses to events such as the Peterloo Massacre might give varied accounts and the reason for this.</p> <p>Key concept: To know that technology has changed the way people live – pupils will learn that to industrial revolution had a significant effect on the lives of people in Britain, including Manchester.</p>

Year 6	<p>The Second World War and the Battle of Britain</p> <p>This topic has a link to previous topics when looking at the role of ‘Women at War.’ (Link to Year 2, learning about Emily Davison). World War 2 changed expectations and aspirations for women. It can also be linked back to Year 1 learning about Florence Nightingale and Mary Seacole as they had very important nursing roles throughout war times and brought to light the importance of women during the Crimean War and World War 1.</p> <p>Pupils will understand why winning WW2 is considered by many historians to be a key turning point in British history. We will also learn about how civilians at home in Britain were affected by events in WW2.</p>	<p>Nelson Mandela and apartheid – what is Nelson Mandela’s lasting legacy?</p> <p>Context</p> <p>This unit links with the Year 2 unit ‘Inspirational People: Rosa Parks’. It focuses on the life of Nelson Mandela during the years of ‘oppression’ in South Africa and the treatment of black people. This idea is also taught in the Year 2 unit ‘Inspirational People’.</p> <p>Pupils will learn about some of South Africa’s political history.</p> <p>Pupils will learn about Nelson Mandela’s ‘imprisonment’ and the years after his release in which he became the first black president of Africa. The concept of ‘hero’ is introduced, which builds on learning about Winston Churchill and the decisions that he made during ‘World War 2’.</p> <p>1948 to 1994AD</p>
End of unit assessment focus/ key learning	<p>To place WW1 and WW2 on a timeline.</p> <p>To explain that WW2 affected civilians at home.</p> <p>To know that Winston Churchill was the prime minister for much of WW2.</p> <p>To know how he inspired people with his speeches.</p> <p>To know that the government used propaganda posters to persuade people to act safely.</p> <p>To know that the Battle of Britain was a significant battle of WW2.</p> <p>To learn about the role of women in World War Two.</p> <p>To know the impact of The Blitz on civilians.</p> <p>To know that D-day was an important operation that helped to end World War 2</p> <p>Key concept</p> <p>How inspirational people helped to bring important change. Consider in more detail why it was so important for Britain that Winston Churchill was inspirational – it was vital that people took action- build on previous learning by looking at propaganda and persuasion.</p>	<p>To know why Nelson Mandela is famous.</p> <p>To describe what life was like for black South Africans under apartheid.</p> <p>To know that Nelson Mandela was imprisoned for 27 years as he fought for his beliefs.</p> <p>To know that life changed in South Africa for some people as a result of his actions.</p> <p>Key concept</p>

	<p>Key concept Building on learning about this from previous topics, pupils will consider how the war forced change and how some women were unwilling to return to their previous roles, leading to a lasting legacy.</p> <p>Key concept: In previous learning, pupils have learned about how technological advancements made a positive impact on people's lives e.g. transport (Year 1). Here, pupils learn that technological advancements in munitions led to a huge impact on civilians in WW2 (e.g. The Blitz).</p> <p>Key concept Invasion and settlement Building on previous learning about invasion and settlement, pupils learn about how Hitler built political power and invaded much of Europe.</p>	<p>How inspirational people helped to bring important change (building from Year 2 to look in more detail at the impact of inequality on people's lives. Consider in more detail aspects of Nelson Mandela's character that made him a world wide inspiration.</p>
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