



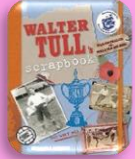
History Long Term Plan

<u>History</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	<u>End points</u> - To talk about significant times and events. - To talk about the lives of people in their family. - To talk about their community and the lives of people within the community.					
	<u>Suggested Themes:</u> - Autumn - New beginnings	<u>Suggested Themes:</u> - Autumn - Festivals and Celebrations	<u>Suggested Themes:</u> - Winter - Animals past and present	<u>Suggested Themes:</u> - Spring - New Life - Growth	<u>Suggested Themes:</u> - Summer - Heroes - Mini beasts - Out of this world	<u>Suggested Themes:</u> - Summer - Journeys around the world - Under the sea
Reception	<u>End points</u> - To talk about member of their family and community and describe people who are familiar. - To be able to compare and contrast images, characters and figures from the past. <u>Understanding the World</u> <u>ELG: Past and Present</u> - Talk about the lives of the 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.					
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	<u>Subject content Key stage 1</u> <i>Pupils should be taught:</i> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality		
	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Year 1	<u>Events Beyond Living Memory and changes within living memory:</u> <u>Electricity and toys:</u> • I can explain how electricity has changed our lives. • I can explain what life was like without electricity. • I can talk about how toys and the way children play have changed in the last 100 years. • I can talk about how yo-yos have developed overtime. 	<u>Local History:</u> <u>Sir Robert Peel and the Police Force:</u> • I can talk about who Robert Peel was • I can talk about how the police force was formed and why it is important today • I know why it is right to have both male and female police officers. • I know why Edith Smith is famous. 	<u>Historical People:</u> <u>Florence Nightingale and Mary Seacole</u> • I can explain who Florence Nightingale is. • I can explain who Mary Seacole is. • I can explain their impact to society. • I can explain how they have changed the way we live today. 

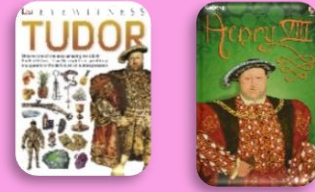
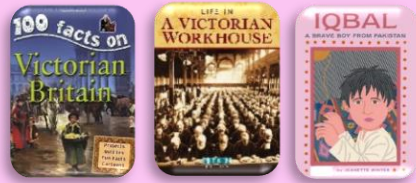
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Year 2	<u>Events Beyond Living Memory:</u> <u>Samuel Pepys and the Great Fire of London:</u> • I know who Samuel Pepys is and why and how he is remembered. • I know what caused the Great Fire of London. • I can explain why the Great Fire of London changed how cities were built 	<u>Historical People:</u> <u>Explorers</u> • I know who Christopher Columbus was. • I know what discoveries Christopher Columbus made and why these were important. • I know who Amelia Earhart was and why she is famous. • I can explain why her achievements are important today. • I can compare the explorers' machinery. • I can explore two versions of a past event 	<u>Local History and changes within living memory:</u> <u>Bury FC:</u> • I can explain how and when the game Football began. • I can explain how and why the game of Football has changed over the last 100 years. • I know who Walter Tull and Viv Anderson were and why they are remarkable. • I know about Bury FC and what they are famous for. 
	<u>Subject content Key stage 2</u> <i>Pupils should be taught:</i> • Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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.		

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Year 3	<u>Changes in Britain from the Stone Age to the Iron Age:</u> 1. To be able to discuss Prehistoric Britain and animals that lived in that period 2. To understand the Stone Age period and the people who lived then 3. To learn about life in a Stone Age settlement 4. To understand the impact of farming on people's lives in the Stone Age 5. To understand how the Bronze Age changed life for humans 6. To learn about the Celts and the Iron Age 	<u>The Ancient Greeks and their influence on the Western World:</u> • To understand where the modern Olympic Games originated. • To explore how the ancient Greek Olympic games have impacted our society today. • To explore how the Olympics have enabled the likes of Jesse Owens and other famous athletes to become so significant. • To understand the term 'democracy' and how it affects society. • To understand why the Greeks creating a democratic system is so important. 	<u>The Roman Empire and its impact on Britain:</u> • To explore who the Romans were and when they were in Britain. • To understand the impact of the Roman invasion on Britain's. • To explore what life was like for women during these times. • To explain how the Roman invasion changed and influenced Britain. • To explain who Boudicca is and why she is famous 
Year 4	<u>The achievements of the early civilisations of Ancient Egypt and the impact of slavery:</u> • To understand more complex terms such as BC and AD • To understand who The Ancient Egyptians were and why we know so much about them. • To understand why the Egyptians had slaves and what their lives were like. • To discuss what the Ancient Egyptians believed in. • To understand the after life and mummification. • To understand who Tutankhamun and Cleopatra were and why they were significant?	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England: A focus on The Vikings</u> • To understand what happened to Britain when the Romans left. • I understand who the Vikings were and their impact on Britain. • To explain what happened in 1066. • To understand who Gudrid Thorbjarnardottir was and why her achievements are significant.	<u>The study of history in the reign of The Tudors and King Henry VIII:</u> • To be able to explain what life was like in Tudor times. • To understand who Henry VIII was and what he was remembered for. • To understand how the actions of King Henry VIII have impacted on religion in the UK today. • To understand what society was like in Tudor times. • To compare life for women in the 16th and 21st centuries.

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Year 5	<u>The achievements of a Non-European society: The Early-Islamic Civilisation</u> - To understand when and where the Early-Islamic civilisation was. - To understand the factors that were key to the success of the Golden Age of Islam. - To be able to explain the impact Baghdad c. AD 900 had on the Silk Road and global trade links. - To understand how Baghdad became the historical successor to the scientific advances of the Greeks and Romans and how this has influenced modern society. - To study scholars from this era and understand how they developed ideas that were the forerunners of devices and technology that we use and rely on even today. (Fatima Al-Fihri) - To compare the lives of people living in Baghdad and London during the ninth century. 	<u>The study of The 19th Century and life in Victorian times for women and children:</u> - To understand who the Victorians were and why they were called this. - To understand how Queen Victoria and Prince Albert made differences to people's lives in the UK. - To understand what life for children was like in the Victorian era and how it is better today. - To understand why people immigrated to England during Victorian times. - To understand what life was like in Victorian workhouses. - To understand the story of Iqbal Masih and the impact he has had on society today. 	<u>Study of a significant theme and turning point in British history: The History of textiles in Lancashire</u> - To understand what The Industrial Revolution was and how it impacted Britain in 1760. - To be able to explain why cotton was so significant to Lancashire in the 1790s. - To be able to explain the working conditions in a cotton mill. - To be able to explain what life was like for a child working in a cotton mill. - To be able to explain what the 'Factory Act' was and why was it important. - To understand how the American Civil War affected The Cotton Industry. - To be able to explain what the Lancashire Cotton Famine was and the impact it had on society. - To be able to explain what caused the decline of The Lancashire Cotton Industry. 

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Year 6

A study of a significant event in British History: The Suffragette Movement

- To explore women and politics in the 1800s.
- To understand who The Suffragettes were and who was involved in the campaign.
- To understand what they were fighting for and what methods they used.
- To understand who Emmeline Pankhurst was and why her death was so significant.
- To understand who Sophia Duleep Singh was and how she has helped change democracy for women.
- To understand how The Suffragette movement changed the lives of women democracy.
- To explore other significant figures who have fought for equality for women (Amanda Gorman, Malala Yousafzai, Nanaia Mahuta, Olive Morris)



<https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/>
<https://kids.britannica.com/kids/article/Emmeline-Pankhurst/631712>

A study of a significant event in British History: Children in WW2:

- To understand when WW2 was.
- To understand the causes of WW2 and which countries were involved.
- To understand what life was like for children in WW2.
- To understand what The Kinder transport and why it was needed.
- To understand who Oskar Schindler and Nicholas Winton were and why they are remembered.
- To understand who Anne Frank was and why she is famous.
- To confidently use the library and internet for research



<https://www.coventrytelegraph.net/news/coventry-news/coventry-blitz-survivor-letter-3016893>

A study of an aspect or theme in British History: The history of medicine

- To understand what the term 'medicine' means.
- To explore how Victorians viewed medicine and health and why they held these beliefs.
- To explore and discuss the role that people have played in the development of life-changing discoveries and follow the development through to modern times. (William Harvey, Louis Pasteur)
- To understand what the NHS is and when it was founded.
- To understand how emigration has impacted the NHS.
- To understand what The Wind Rush was and how this impacted society.



<https://www.windrushday.org.uk/>
<https://benjaminzephaniah.com/books/windrush-child/>