



## Friars Primary School and Nursery History Long Term Planning

<h1>History</h1>						
<b>Nursery</b> (EYFS: Understanding the world)	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	History is developed as children learn about the passing of time, beginning with familiar routines, sequences of familiar events, and events in their own lives and how they have changed and grown. Through the embedding of familiar routines, sharing books and stories, role play, small world play and sharing experiences children begin to develop a sense of time.					
<b>Reception</b> (EYFS: Understanding the world)	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Sharing memories of their previous settings and how they felt starting school Sharing photos from home and talking about times with families		Recounting family events and celebrations Christmas  Talking about explorers in the past who went to Antarctica		Recounting our visit to Hyde Hall  Sequencing events from the trip: time language first, then, next and so on	Sharing learning journeys- how we have grown, what we have learned and thinking about yr1.  Comparing pictures of old and new ways of travelling.



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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>My Family</b></p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p><b>Guy Fawkes</b></p> <p><i>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]</i></p> <p><i>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]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>		<p><b>The Great Fire of London (Stand-alone mini topic) + Samuel Pepys</b></p> <p><i>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]</i></p> <p><i>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]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>		<p><b>Southend on Sea – Changes to the seaside</b></p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>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]</i></p> <p><i>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]</i></p> <p><i>significant historical events, people and places in their own.</i></p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<b>Comparing our lives with parents/carers</b>  <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		<b>Changes in Transport George Stephenson, The Wright Brothers, Henry Ford</b>  <i>Exploring 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 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		<b>Antarctica: Ernest Shackleton Robert Falcon Scott (combined with Geography)</b>  <i>Exploring 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</i>	<b>Explorers (combined with Geography): James Cook, Christopher Columbus, Neil Armstrong</b>  <i>Exploring 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</i>
	<b>Continuous throughout the year</b>  <i>Develop an awareness of the past using common words and phrases related to the passing of time</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Exploring the stone age</b>  <i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i>	<b>Exploring the Bronze Age</b>  <i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i>			<b>Romans Colchester Castle visit.</b>  <i>Learn about the Roman Empire and its impact on Britain i.e. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of</i>	



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					<i>technology, culture and beliefs, including early Christianity</i>  <i>Learn about Britain's settlement by Anglo-Saxons and Scots i.e Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i>	
<p><b>Continuous throughout the year</b></p> <p><i>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>						
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>The Anglo Saxons and The Vikings, comparing past to modern day</b></p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i>  <i>Examples (non-statutory)</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li><input type="checkbox"/> Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li><input type="checkbox"/> Anglo-Saxon art and culture</li> <li><input type="checkbox"/> Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>  <i>Viking raids and invasion</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England</li> <li><input type="checkbox"/> further Viking invasions and Danegeld</li> <li><input type="checkbox"/> Edward the Confessor and his death in 1066</li> </ul>		<p><b>WW2</b></p> <p><b>Lifestyle comparison past and present</b></p> <p><i>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> <p><i>The Garrison: Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>			



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	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
Year 5	<p><b>Research Ancient Egyptian life</b></p> <p><i>Learn about 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</i></p>			<p><b>Research – The Tudors 1485-1603</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>
	<p><b>Continuous throughout the year</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p>			



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<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1 &amp; 2</b>
	<b>Victorian Study</b> <i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria</i>		<b>Mayan Study</b> <i>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.</i>		<b>(Combined with Geography) The History of The River Thames</b> <i>a local history study</i> <i>Examples (non-statutory)</i> <input type="checkbox"/> a depth study linked to one of the British areas of study listed above <input type="checkbox"/> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <input type="checkbox"/> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	<b>Continuous throughout the year</b>  <i>Develop an awareness of the past using common words and phrases related to the passing of time</i>				