



## Friars Primary School and Nursery History Long Term Planning

| History |                                                                                                                                               |                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1  | Autumn 1                                                                                                                                      | Autumn 2                                                                                            | Spring 1 | Spring 2                                                                                                                                                                                                                                                                                                                                                                        | Summer 1 | Summer 2                                                                                                                                                                                                                                                                                                       |
|         | <b>My Family</b><br><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> | <b>Guy Fawkes</b><br><i>Events beyond living memory that are significant nationally or globally</i> |          | <b>The Great Fire of London (Stand-alone mini topic) + Samuel Pepys</b><br><i>Events beyond living memory that are significant nationally or globally</i><br><br><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i><br><br><i>Significant historical events, people and places in their own locality.</i> |          | <b>Southend on Sea – Changes to the seaside</b><br><i>Changes within living memory.</i><br><br><i>Events beyond living memory that are significant nationally or globally (e.g. The use of the pier during the war).</i><br><br><i>Significant historical events, people and places in their own locality.</i> |



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| Year 2 | Autumn 1                                                                                                                                                                                                                                                           | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2 | Summer 1                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                    |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p><b>Comparing our lives with parents/carers</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>Making comparisons between toys and schools now and the past.</i></p> |          | <p><b>Changes in Transport:</b></p> <p><b>Henry Ford</b><br/><b>George Stephenson</b><br/><b>The Wright Brothers</b></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Changes within living memory.</i></p> |          | <p><b>Explorers:</b></p> <p><b>Ernest Shackleton</b><br/><b>Robert Falcon Scott</b></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> | <p><b>Explorers:</b></p> <p><b>James Cook</b><br/><b>Christopher Columbus</b><br/><b>Neil Armstrong</b></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> |



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| Year 3 | Autumn 1                                                                                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                                                                                                                   | Spring 1 | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 2 |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|        | <p><b>Exploring the Stone and Bronze Ages</b></p> <p><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></p> | <p><b>Exploring the Iron Age</b></p> <p><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></p> |          |          | <p><b>Romans with a Colchester Castle visit.</b></p> <p><i>Learn about the Roman Empire and its impact on Britain</i></p> <p><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> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as <u>'empire'</u>, <u>'civilisation'</u>, <u>'parliament'</u> and <u>'peasantry'</u>.</i></p> <p><i>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> |          |



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| Year 4 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2 | Spring 1 & 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1 | Summer 2 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
|        | <b>The Anglo Saxons and The Vikings, comparing past to modern day</b><br><br><i>Anglo Saxons:</i><br><i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i><br><i>Anglo-Saxon art and culture:</i><br><i>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</i><br><br><i>Vikings:</i><br><i>Viking struggle for the kingdom of England at the time of Edward the Confessor,</i><br><i>Resistance by Alfred the Great,</i><br><i>Athleston,</i><br><i>Edward the Confessors death 1066,</i><br><i>Viking trade</i> |          | <b>WW2 and Shobury Garrison</b><br><br><i>WW2 and The Garrison: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i><br><br><i>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)</i><br><br><i>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</i> |          |          |



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| Year 5 | Autumn 1 & 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1 | Spring 2 | Summer 1 & 2                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <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 Ancient Egypt.</i></p> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', '<u>civilisation</u>', 'parliament' and 'peasantry'.</i></p> <p><i>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.</i></p> |          |          | <p><b>The Greeks</b></p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', '<u>civilisation</u>', '<u>parliament</u>' and 'peasantry'.</i></p> <p><i>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</i></p> |



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| Year 6 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                    | Spring 2 | Summer 1 & 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p><b>Victorian Study</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></p> <p><i>The changing power of monarchs using case studies such as John, Anne and Victoria.</i></p> |          | <p><b>Mayan Study</b></p> <p><i>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</i></p> |          | <p>(Blended with Geography)</p> <p><b>History of the River Thames</b></p> <p><i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p><i>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)</i></p> <p><b>Independent research projects: The Greeks and The Romans</b></p> |