



## Friars Primary School and Nursery History Long Term Planning

<b>History</b>						
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><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>	



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						<i>Nightingale and Edith Cavell]</i>  <i>significant historical events, people and places in their own locality.</i>
<b>Year 2</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>
	<b>Comparing our lives with parents/carers</b>  <i>changes within living memory. Where appropriate, these should be used to</i>	<b>Local Area – local study, Shoeburyness – past and present</b>  <i>Know where the people and events they study fit within a chronological</i>	<b>Amelia Earhart Thomas Ford</b>  <i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events</i>	<b>Florence Nightingale George Stephenson The Titanic</b>  <i>the lives of significant individuals in the past who have contributed to national</i>	<b>Ernest Shackleton Robert Falcon Scott</b>  <i>the lives of significant individuals in the past who have contributed</i>	<b>James Cook</b>  <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</i>



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	<p>reveal aspects of change in national life</p> <p>Making comparisons between toys and schools now and the past</p>	<p>framework and identify similarities and differences between ways of life in different periods, using a wide vocabulary of everyday historical terms</p> <p>Using artefact, local buildings and photographs of the local area to learn about the past</p>	<p>commemorated through festivals or anniversaries]</p> <p>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]</p>	<p>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]</p> <p><b>Changes in Transport</b></p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>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]</p>	<p>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]</p>
	<p><b>Continuous throughout the year</b></p> <p>Develop an awareness of the past using common words and phrases related to the passing of time</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<p><b>Exploring the stone age</b></p> <p>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,</p>	<p><b>Exploring the Bronze Age</b></p> <p>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,</p>			<p><b>Romans Colchester Castle visit.</b></p> <p>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,</p>	



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					<p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>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</p>	
<p><b>Continuous throughout the year</b></p> <p>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.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1 &amp; 2</b>		<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b>	<p><b>The Anglo Saxons and The Vikings, comparing past to modern day</b></p> <p>Anglo Saxons: Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 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</p> <p>Vikings: Re-create a Viking raid, Viking struggle for the kingdom of England at the time of Edward the Confessor, Resistance by Alfred the Great, Athleston, Edward the Confessors death 1066, Viking trade</p>		<p><b>WW2</b></p> <p><b>Lifestyle comparison past and present</b></p> <p>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</p> <p>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</p>			



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<b>Year 5</b>	<b>Autumn 1 &amp; 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1 &amp; 2</b>
	<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><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', '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>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</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</i></p>



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			<i>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>	<i>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><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>			
Year 6	Autumn 1 & 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>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>		<p><b>Mayan 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>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>	



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	<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><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> <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><i>Learn about 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></p>	
<p><b>Continuous throughout the year</b></p> <p><i>Develop an awareness of the past using common words and phrases related to the passing of time</i></p>				



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