St Mary's Catholic Primary School Sunderland: Long Term Plan

History

EYFS Nursery	Chronology - Use everyday language related to time. Today (visual timetable), Yesterday and tomorrow. Constructing the past - Talk about past and present events in their own lives. E.g. Memory box of photographs to use. Continuity and Change - Use traditional tales to discuss events throughout stories. Observe changes in states of materials.						
	Cause and effect – E.g. Cause and effect toys. Answer how and why questions linked to traditional tales.						
Recep	Significance and Interpretation - Read alternative versions of traditional tales. Chronology - Use everyday language related to time. The week, months, year. Classroom timeline of the year. Constructing the past - Talk about past and present events in their own lives and family members. E.g. Looking at and comparing photographs of themselves, toys, food for then and no Continuity and Change – E.g. Use traditional tales to discuss events throughout stories, similarities and changes. Participate in changing states of materials. Cause and effect - Answer how and why questions linked to stories and their own experiences. Significance and Interpretation - Use stories to support children to distinguish between fact and fiction.						
	Events within living memory				Local Study - Grace Darling		
Year 1	What were toys like when my grandparents were young? (autumn 1)				Why do we remember Grace Darling? (summer 1)		
	Chronology - Identifying that ever periods of time in history. Pupils use specialist terms such Pupils place different periods in ti	as BC, AD, decade, century etc. in ime on a timeline, discussing their of	n their explanation of chronology. chronology in relation to one anoth		lentifying that events and changes		
Constructing the past - Make links to EYFS topics by looking at what life was like for my parents. Identifying those events that have happened in the past and significant Darling. Identifying that there are some themes that link history together – E.g.toys (locality, transport etc).					appened in the past and significant	people fron	
	Continuity and Change -Identifying that changes have happened in history that can impact on today. Identifying that there are reasons for continuities and changes and stating so good thing or a bad thing eg; how toys have changed and what has remained the same.						
Cause and effect - Identifying that history can affect the local area, as well as nationally and globally – E.g. the development and use of lifeboats. Identifying how e.g. Remembrance Sunday					of lifeboats. Identifying how events	from history	
	Significance and Interpretation - I e.g. Grace Darling,	Begin to understand what makes so	omeone or something significant. I	dentifying why certain people/event	s are significant in history. Identifyi	ng why som	
Year 2		Local study – Coal Mining What was life like for a coal mining family in the 19th Century? (autumn 2)	Significant Event including significant person Samuel Pepys – The Great Fire of London What were the effects of The Great Fire of London?			What	
			(spring 1)				
	Chronology - Identifying and comparing people from different periods of time. Identifying how periods of time can impact on individuals and events. Demonstrate a basis some reasoning. Identifying that there are different periods of time in history.						
Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.							
		ime on a timeline, discussing their o					
	diary. Identifying significant even	comparisons to Y1 topics such as Grace Darling. Identifying that significant events and individuals from the past have helped shaped the present locally, n vents such as The Great Fire of London and comparing it with the Fire of Gateshead making local links, and the Titanic Disaster linking it to building of g history by focusing on: achievements, society, impact.					
	Continuity and Change - Identifying changes throughout history that have had important consequences. Identifying why some things have stayed the same throughout history. E.g. Iden through mining and shipbuilding						
	Cause and effect - Identifying that certain events and individuals have had major consequences in history – E.g. GFoL led to formation of Fire Brigade, houses being built from bricks have had major consequences in history – E.g. Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. Identifying that there are reasonable to the world is first to the still used today etc. Identifying that there are reasonable to the world is first to the still used today etc. Identifying that there are reasonable to the world is first to the still used today etc. Identifying that there are reasonable to the world is first to the still used today etc. Identifying that there are reasonable to the still used today etc.						
	'cause' and 'effect' – E.g. Titanic sinking and health and safety changes made due to it. Identifying specific causes and effects from different periods and beginning to establish links bet Significance and interpretation - Identifying that certain individuals and events have had an impact locally, nationally and internationally. Identifying why certain people/events are signific						
		sed safety in shipbuilding following			entifying why certain people/events	s are signino	
		A study of an aspect or theme		Changes in Britain - Stone	Changes in Britain - Ancient	A non- I	
Year 3		in British history that extends pupils' chronological knowledge beyond 1066 - The Victorians		Age to Iron Age How did life change for people between The Stone Age and The Iron Age?	Rome What did the Romans do for Britain? (summer 1)	v	
		What was life like for children in Victorian times?		(spring 2)			



W. ened in order. Beginning to identify that there are different m the past have helped shape the present locally – Grace these. Identifying that continuity or change can be a are so significant that they are remembered each year me individuals are significant both locally and nationally Significant Event - Titanic at was the cause and effect of The Titanic sinking disaster? (summer 2) ding of why certain events happened at certain times with nationally and internationally – E.g.Samuel Pepys and his of ships in Sunderland. Building a coherent knowledge of ntifying the continuity and changes to the local area and stone. Identifying that certain events and individuals sons for continuity and change and begin to use the terms tween them. cant in the wider context of history - E.g. Samuel Pepys, European society that contrasts with Britain – Maya Civilisation

What was daily life like in a Maya Civilisation? (summer 2)

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	History						
		(autumn 2)		-			
	Chronology- Developing an understanding of concurrence of civilisations around the world during these times. Placing previously learnt periods into context and identifying their impact. century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.						
	Placing Victorian Britain into chronological context and its legacy and impact today. Constructing the past - Begin to build a coherent knowledge of the earliest civilisations (overview of The Maya) their chronological place in history and their impact on future civilisations. with in depth study of Roman Britain and The Victorians (post 1066 study) by comparison focusing on achievements. Comparing The Stone Age civilisation with other ancient civilisations Continuity and Change - Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: housing, society, food, entertainment, beliefs. Ident modern-day Britain through comparisons of: e.g. monarchy, society, lives of rich and poor children, legislation, traditions. Comparing similarities and differences between the Ancient Ma						
	e.g. housing, society, food, entertainment, beliefs Cause and effect -Identifying the major causes of advancement and how these impacted globally through an overview of Stone Age through to Iron and Bronze Age civilisation. Identifying e.g. communicating the reasons for it and the impact on life Identifying the major causes of advancement and how these impacted globally through an overview of Mayan civilisation. Identifying – communicating the reasons for it and the impact on life. Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the causes and effects of legislation for poor children in Victorian Britain. Identifying that certain events and individuals have had major consequences in history e.g. Dr Barnar Elizabeth II.						
	sources or written evidence E.g.	Identify why Boudicca is such a sig	gnificant individual for both British a	re significant to the development of and Roman British history. Use Boud o felt more of their impact, us or the	dicca primary sources to understand	d that they are	
	achievements of the victorians a	A study of an aspect or theme		A study of an aspect or theme			
Year 4		in British history that extends pupils chronological knowledge beyond 1066 – WW1		in British history that extends pupils chronological knowledge beyond 1066 – The Tudors		Why di	
		What were the causes and consequences of WWI? (autumn 2)		Why did the Reformation take place? (spring 2)			
	Chronology - Placing Roman Britain and Anglo Saxons into the wider context of historical chronology. Deeper understanding of concurrent civilisations around the world and their in Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another. Constructing the past - Building a coherent knowledge of British history by in depth study of Anglo Saxons achievements (linking back to Y3 (Roman withdrawal, Hadrian's Wall) Ex Tudors and World War 1 Continuity and Change - Identifying the similarities and differences between e.g. Roman Britain and the Anglo Saxons through: housing, society, food, entertainment, beliefs						
	Cause and effect - Identifying that one event can have multiple effects e.g. invasion of Britain by The Romans and Anglo Saxons. Identifying the reasons for WWI and the impact on soldie Significance and Interpretation - Identify why interpretation of sources is critical to our understanding of the past. Identifying why our interpretations of these time periods is difficult due to evidence written mainly from viewpoint of wealthy or clergy. E.g. Appreciate significance of the Reformation.						
Year 5	The achievements of earliest civilisations including a depth study of Ancient Egypt What did ancient civilisations have in common?	vpoint of wealthy of clergy. E.g. Ap	preclate significance of the Reform	Ancient Greece How did The Ancient Greeks change the world? (spring 2)	Viking and Anglo-Saxon struggle for the Kingdom of England What happened during The Viking and Anglo-Saxon struggle for the Kingdom of		
	Why was The Nile important to The Ancient Egyptians? (autumn 1)				England to the time of Edward The Confessor? (summer 1)		
	civilisations Pupils use specialist terms such Pupils place different periods in ti	pils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. pils place different periods in time on a timeline, discussing their chronology in relation to one another.					
		past - Building a coherent knowledge of British history from Viking Britain (making links to Y3 – the Romans and Y4 Anglo Saxons) Identifying the impact of the Egyptians ace in the context of world history.					
	changes of Greek achievements of: society, entertainment, beliefs Cause and effect - Identifying the	ntinuity and Change - Identifying the continuity and change from Roman /Anglo-Saxon Britain to and throughout Viking Britain through comparison of:e.g. housing, society, food, entertainges of Greek achievements and inventions from then to now through study of e.g. democracy society, entertainment, beliefs. Identifying the continuities and changes of Ancient Egyp society, entertainment, beliefs.					
				Egyptians – identifying the links betweet to limited primary sources or writte			



Pupils use specialist terms such as BC, AD, decade,

Begin building a coherent knowledge of British history

ntifying the continuity and change in Victorian Britain and aya and Britain at the same time through comparison of:

ng what caused the shift in hunter-gathering to farming – entifying what caused the shift in hunter-gathering to effects on following civilisations and today. Irdo, Lord Shaftesbury, Queen Victoria and Queen

nese time periods is difficult due to limited primary ire from the viewpoint of the Romans. Interpreting the ical to our understanding of the past.

Anglo -Saxon Settlement in Britain did the Anglo-Saxon settle in Northern England? Local Topic (summer 2)

t on later civilisations.

ing pupil knowledge post 1066 by in depth study of The

diers' lives.

o limited primary sources or written evidence e.g.

t civilisations around the world and their impact on later

ans and Ancient Greeks on the western world and their

rtainment, beliefs Identifying the continuities and yptian achievements and inventions through study

ience of Greek achievements on the Western world – (civilisations)

ange in light of new evidence - change in meaning of

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	History					
Year 6	A study of an aspect or theme in British/European history that extends pupils chronological knowledge beyond 1066 – The Use of the atomic bomb in WW2 Was America justified in using the Atomic Bomb? (autumn 2)	A study of an aspect or theme in British/European history that extends pupils chronological knowledge beyond 1066 – WW2 The Holocaust Why should we never forget The Holocaust? (spring 1)		A study of that extend How y		
	Chronology - Placing WW Britain into chronological context and its legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civ Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another. Constructing the past Pupils' identify the impact of beliefs, rights and conflict through previous history topics taught e.g. WW1, Roman, Anglo-Saxons and Vikings, Building an understanding of post-1066 Britain through the lives of children during WW2. Pupils should note connections, contrasts and trends over time. Pupils' will regularly address and devise historically valid guestions.					
	ontinuity and Change - Identifying the continuity and change for the life of children from Victorian Britain to WW2 through comparison of: e.g. housing, society, education, entertainment. entify the change in the world post atomic bomb.					
	Cause and effect - Identifying the causes and effect of the bombing raids in England during WW2 (evacuation). Identifying the causes and effects of the use of the atomic bomb during WW					
	Significance and Interpretation Significance of WW2 on e.g. children/adults of the time and future generations.					



r of an aspect or theme in British/European history ends pupils chronological knowledge beyond 1066 A study of life of children during WW2 Evacuees w were children's lives affected during WWII? (summer 2) r civilisations