



History Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>All About Me</p> <p>Pupils will learn about the lives of people around them and their roles in society. They will talk about their families and changes in lives as they grow older.</p> <ol style="list-style-type: none"> 1. Talk about their family. 2. Talk about how things have changed since their parents were little. 3. Talk about different things they can do as they get older. 4. Sort objects from the past and present. 	<p>Light and Dark</p> <p>Pupils will learn about events from the past which involve light and dark, eg. celebrations such as Diwali and bonfire night. They will talk about their own personal history of celebrations, family traditions and different cultures within the class.</p> <ol style="list-style-type: none"> 1. Talk about people from the past. 2. Name different celebrations. 	<p>Traditional Tales</p> <p>Pupils will learn about stories from the past and how they are the same/different to current fictional stories.</p> <ol style="list-style-type: none"> 1. To relate their own relationships with different people to how characters in the stories relate and communicate with each other 2. To talk about similarities and differences between traditional tales and current fiction stories 3. To talk about and sort objects from the past and present 4. Talk about how homes have changed over time 	<p>Plants and Growth</p> <p>N/A See Geography Long Term Plan</p>	<p>At the Zoo</p> <p>Pupils will learn about animals that are extinct eg. dinosaurs, dodos and how they/their environments differ from animals now.</p> <ol style="list-style-type: none"> 1. To know that dinosaurs and certain species are extinct 2. To understand that animals adapt to their environment 	<p>Journeys and Transport</p> <p>Pupils will learn about how forms of transport have changed from the past to the present.</p> <ol style="list-style-type: none"> 1. To identify which forms of transport are from the past and which are current <p>To understand how transport has changed over time and why</p>
Year 1		<p><u>Celebrations</u> What do we celebrate throughout the year?</p> <p>Pupils will learn about celebrations that happen due to something occurring in the past. They will sequence significant events that have occurred during their time in Reception and will look at the historical significance of the Gunpowder Plot.</p> <ol style="list-style-type: none"> 1. To sequence celebrations that occur 		<p><u>Toys</u> How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> <ol style="list-style-type: none"> 1. To discuss a favourite toy 		<p><u>Explorers</u> How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant</p>

		<p>throughout the school year</p> <ol style="list-style-type: none"> To recognise how life was different when Guy Fawkes was alive To identify reasons why the Gunpowder Plot occurred To sequence the events of the Gunpowder Plot To act out the events of the Gunpowder Plot, including the fate of the plotters To understand how and why the Gunpowder Plot is remembered 		<ol style="list-style-type: none"> To find out what toys our parents and grandparents played with To investigate what toys were like up to 100 years ago To compare toys from the past to modern toys To investigate how teddy bears have changed over time To know how toys have changed over time 		<p>people could be remembered.</p> <ol style="list-style-type: none"> To know what an explorer is. To recognise the achievements of different explorers. To record events on a timeline. To use photographs to find out about the past. To recognise changes and similarities (continuities) over time. To describe the significance of some people and events within history.
Year 2	<p><u>Mary Seacole</u> How did Mary Seacole change nursing?</p> <p>Pupils will learn about the life of Mary Seacole and the impact she had on nursing. They will investigate how she was discriminated against by comparing her life to that of Florence Nightingale.</p> <ol style="list-style-type: none"> To investigate the Crimean War (relevance to the UK) To find out about hospital life in the Victorian period (make reference to the Crimean War) To sequence the events in Mary Seacole's life To find out about the life of Florence Nightingale To compare the experience of Mary 		<p><u>Great Fire of London</u> Why is the Great Fire of London significant?</p> <p>Pupils will learn about London in the 17th Century and the events of the Great Fire. They will use a Primary Source to investigate those events and describe what London was like after the fire.</p> <ol style="list-style-type: none"> To understand what London was like in the 17th Century To sequence the events of the Great Fire of London To understand why the fire caused so much damage To use a Primary Source (Samuel Pepys Diary) to find out about the past 		<p><u>KS1 Monarchy</u> What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> <ol style="list-style-type: none"> To describe what a monarch is. To explain why coronations, take place. To explain how William the Conqueror became King of England. To identify how William the Conqueror built castles while ruling England. 	

	Seacole to that of Florence Nightingale 6. To understand how Mary Seacole changed nursing		5. To explain how London changed after the Great Fire 6. To describe London before and after the Great Fire		5. To identify features of a castle that would be effective when defending against attacks. 6. To suggest what a monarch was like in the past.	
Year 3		<p><u>British History 1:</u> Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> <ol style="list-style-type: none"> 1. To recognise that prehistory was a long time ago and was the beginning of the history of mankind 2. To use archaeological evidence to learn about prehistoric houses. 3. To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. 4. To explain how bronze transformed prehistoric life. 5. To understand the importance of trade during the Iron Age. 		<p><u>Egypt</u> What did the ancient Egyptians believe?</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> <ol style="list-style-type: none"> 1. To know when and where the ancient Egyptians lived. 2. To explain the importance of the Egyptian gods and goddesses. 3. To evaluate the challenges of building an Egyptian pyramid. 4. To explain how and why the Egyptians mummified people. 		<p><u>British History 2:</u> Why did the Romans settle in Britain?</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p> <ol style="list-style-type: none"> 1. To understand why the Romans invaded Britain. 2. To create a visual interpretation of Boudicca. 3. To understand how Roman soldiers were equipped for war. 4. To understand Roman army battle formations. 5. To make inferences about life in Roman times. 6. To identify the Roman legacy in Britain.

		6. To compare settlements in the Neolithic and Iron Age.		5. To make inferences about Egyptian beliefs, using primary sources. 6. To evaluate significant ancient Egyptian beliefs.		
Year 4	<p><u>Children</u> How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p> <ol style="list-style-type: none"> 1. To identify how children's lives have changed using a range of sources. 2. To understand why children worked in Tudor times and what working conditions were like. 3. To understand the types of jobs Victorian children had and their working conditions. 4. To understand how Lord Shaftesbury changed children's lives. 5. To understand how and why children's leisure time has changed. 6. To understand which diseases children caught 		<p><u>British History 3:</u> How hard was it to invade and settle in Britain?</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p> <ol style="list-style-type: none"> 1. To understand why the Anglo-Saxons invaded Britain. 2. To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times 3. To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life 4. To understand how Anglo-Saxons converted to Christianity. 5. To create an interpretation of Alfred the Great 6. To understand how Anglo-Saxon rule ended 		<p><u>British History 4:</u> Were the Vikings raiders, traders or settlers?</p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> <ol style="list-style-type: none"> 1. To explain when and why the Vikings came to Britain. 2. To evaluate the validity of a source. 3. To explore the features of Viking longboats. 4. To examine why trading was important to the Vikings. 5. To extract and interpret information from many sources. 6. To extract and interpret information from many sources. 	

	and how they were treated.					
Year 5		<p><u>Mayan Civilisation</u> How did the Mayan civilisation compare to the Anglo-Saxons?</p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p> <p>To recognise when and where the ancient Maya lived. To evaluate the challenges of settling in the rainforest. To compare and contrast Anglo-Saxon and Maya houses. To explain the importance of Maya gods and goddesses. To design a map of a Maya city. To evaluate the reasons for the decline of the Maya cities.</p>		<p><u>British History 6:</u> What was the impact of World War II on the people of Britain?</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p> <ol style="list-style-type: none"> 1. To understand the causes of World War 2. 2. To understand how the Battle of Britain was won. 3. To make inferences about the Blitz using images. 4. To understand the emotions and experiences of children during the evacuation. 5. To evaluate the accuracy and reliability of sources. 6. To identify the impact of WW2 on women's lives. 		<p><u>Greeks</u> What did the Greeks ever do for us?</p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p> <ol style="list-style-type: none"> 1. To understand where and when the ancient Greeks lived. 2. To understand the importance of the Greek gods. 3. To identify similarities and differences between Athens and Sparta. 4. To understand how Athenian democracy worked. 5. To understand the importance of the ancient Greek philosophers. 6. To identify and explain the achievements of the ancient Greeks.

				7. To explain why migrants come to Britain.		
Year 6	<p><u>Windrush</u> How did Britain change due to the Windrush generation?</p> <p>Pupils will learn about post-war Britain and the political, social and economic impact of the Windrush generation. They will examine the experience of immigration for different groups in society and its lasting significance today.</p> <ol style="list-style-type: none"> 1. To identify the economic reasons for immigration after WWII 2. To understand the creation of the Windrush generation 3. To investigate the social and cultural impacts of immigration 4. To examine and explain the experiences of rich vs poor within the Windrush generation 5. To examine and explain the experiences of men vs women within the Windrush generation 6. To evaluate the significance of immigration during the Windrush period in the context of then and now <p>*Museum of London Docklands transcripts</p> <p>*Trip to Black Cultural Archives</p>		<p><u>Baghdad: The Golden Age</u> What was the significance of early Islamic civilisation?</p> <p>Pupils will learn about The Golden Age of Islam and the significant achievements of Early Islamic civilisation.</p> <ol style="list-style-type: none"> 1. To create a timeline of the Golden Age of Islam from 570 to 1325 2. To describe political, cultural and religious significance of this period (Who were the Caliphs?) 3. To compare Baghdad to London in AD 900 (Education, housing, hygiene) 4. To describe the significant advances during the Golden Age of Islam (House of Wisdom) 5. To describe the significance of trade in the expansion of Baghdad (Silk Road) 6. To evaluate the significance of the achievements of the Early Islamic civilisation 		<p><u>KS2 Monarchy</u> Which monarch had the biggest impact on Britain?</p> <p>Pupils will investigate the significance of the reigns of King John, King Henry VIII, Queen Elizabeth I and Queen Victoria. They will evaluate which of these monarchs had the greatest impact upon Britain and present their case.</p> <ol style="list-style-type: none"> 1. To evaluate the significance of King John and the Magna Carta 2. To evaluate the significance of King Henry VIII and the Church of England 3. To evaluate the significance of Queen Elizabeth I and the Spanish Armada 4. To evaluate the significance of Queen Victoria and the British Empire 5. To investigate and collect evidence about which monarch had the biggest impact on Britain (research) 6. To evaluate and explain which monarch had the biggest impact on Britain (presentation) 	

	St Augustine's Chosen Units of Learning
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