This long-term plan has been designed specifically for our school to show how we cover all of the relevant Historical knowledge and skills across the year groups. The curriculum map and progression of skills document have been combined to create this. The context in which these are taught is left to the discretion of teachers, confirmed by the subject leader.

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| **EYFS** | **Autumn** | **Spring** | **Summer** |
| **Early Learning Goal/Curriculum** | How have I changed since I was a baby?  Why do we wear different clothes during the year? What are our favourite celebrations each year? When do you get up? When do you go to bed? Can you think of things you do at different times of the day? Are all days the same? What is different? |  | **Early Learning Goal:**  Children talk about the **past and present events** in their **own lives and in the lives of family member**s. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about the s**imilarities and differences between themselves and other**s, and among **families, communities** and **traditions**. |
| **Vocabulary** | Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new/recent, parent grandparent, great grandparent, clue, memory, lifetime, calendar, who, what, materials, plastic, remember |  |  |
| **Chronological Understanding** | * Order simple experiences in relation to themselves and others including stories, events and experiences |  |  |
| **Events, People and Changes** |  | * Find out about people, places, events, objects, ask questions, use different sources to find the answers. |  |
| **Interpretation, Enquiry and Using Sources** |  |  | * Show an interest in significant events and experiences in the lives of others including friends and family members. |
| **Communication** | * Talk about key events in own lives, about family, friends, other people including significant people. | * Describe features of objects, people, places at different times and make comparisons. | * Language of time when talking about past/present events in their own lives. |

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| **Year 1** | **Autumn** | **Spring** | **Summer** |
| **Changes within living memory** | Changes with toys: how are toys and how people play different today from when my grandparents were alive?  Changes in communication: how did people contact each other and share information in the past and how is that different to today? |  | Changes in travel: how have transport methods changed and what effect does this have on people’s lives? |
| **Events beyond living memory that are significant nationally or globally.** | Remembrance Day WW1 | Great Fire of London |  |
| **Significant historical events, people and places in their own locality.** |  |  | Significant individual Nick Park  Leyland Motors |
| **Vocabulary** | Year, decade, century, changes, modern, long ago, timeline, date, order, similar, different, important, living, memory, remembers, toys, communication, travel, wood, plastic, simple, mechanical, inventions, homes, houses, time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, clay, models. | London, United Kingdom, Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts, firehooks, burned, diary. |  |
| **Chronological Understanding** | * Recognise the distinction between past and present (within the context of their own life). * Use everyday terms about the passing of time such as “a long time ago” and “before” | * Order and sequence some familiar events and objects. * Identify some similarities and differences between ways of life at different times. |  |
| **Events, People and Changes** | * Describe some changes within their living memory (including aspects of national life where appropriate). |  | * Develop awareness of significant historical events, people and places in their own locality. |
| **Interpretation, Enquiry and Using Sources** | * Identify some of the basic ways in which the past can be represented. | * Use sources to answer and ask simple questions about the past. * Choose parts of stories and other sources to show what they know about the past. | * Make simple observations about different people, events, beliefs and communities. |
| **Communication** | * Use simple historical terms | * Retell simple stories or events from the past using simple Historical vocabulary. * Describe special or significant events. |  |

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| **Year 2** | **Autumn** | **Spring** | **Summer** |
| **Changes within living memory** | Prior learning.  Changes in fashion: how is what I wear different to what my parents and grandparents wore when they were children?  Changes in education. |  |  |
| **Events beyond living memory that are significant nationally or globally.** | Remembrance Day WW1 | **The moon landing** |  |
| **Cover lives of significant individuals in the past who have contributed to national and international achievements.** | Florence Nightingale (1860) | Neil Armstrong | **British Monarchs**  Queen Elizabeth I  Queen Victoria  Henry VIII  Queen Elizabeth II |
| **Vocabulary** | **Build upon Y1 Autumn Vocab**  materials, fashion, clothes, items, education, school, rules, different, chronological order. Lest we forget, war, world, empires, enemy, Great Britain, died, battle, troop, tank, trenches, soldier, gas mask, plane, poppy, | what, when, where, explorers, Armstrong, travel, space, rocket, moon landing, astronaut, moon, space flight, first walk, research, NASA, Buzz Aldrin, Michael Collins, small step, mankind, leap |  |
| **Chronological Understanding** | * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | • Order and sequence events and objects closer in time using a reference book. |  |
| **Events, People and Changes** | * Understand why events happened and what happened as a result * Demonstrate knowledge of aspects of history significant in their locality. | * Retell some events from beyond their living memory which are significant nationally or globally.   Make simple observations about different people, events, beliefs and communities. | * Develop awareness of significant historical events, people and places. * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. |
| **Interpretation, Enquiry and Using Sources** | * Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. * Consider why things may change over time. | * Choose parts of stories and other sources to show what they know about significant events. | Recognise some basic reasons why people in the past acted the way they did. |
| **Communication** | * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts. |  | * Talk about what/who was significant in simple historical accounts. |

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| **Year 3** | **Autumn** | **Spring** | **Summer** |
| **changes in Britain from the Stone Age to the Iron Age** | Stone Age to the Iron Age |  |  |
| **the Roman Empire and its impact on Britain** |  | The Romans & British resistance, for example, Boudica & Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. |  |
| **Events beyond living memory that are significant nationally or globally.** | Remembrance Day WW1 |  |  |
| **Vocabulary** | barer, isolation, gatherer, short spear, tribe, club, arrow, wolves, community, Neanderthal, sabre-toothed, hand axe, fire, woolly rhino, village, throwing stone, Homo sapiens, cave painting, hammerstone, Neolithic, spear, stone, grain, flint, dog, evolve, hunter, mammoth, tools, axe, antler, jewellery, canoe, weapons, Palaeolithic, house. Farmer, beaker, sheep, pottery, woman, thatched roof, goat, sword, villager, stream, axe, chief, ox, bronze, warrior, metalworker, boat, Stonehenge, roundhouse, spear. Celts, hillforts, swords, daggers, arrow heads, farming, roundhouses, armour, shields. | Possibly, probably, perhaps, might, could, maybe, not sure, fairly sure, certain, my hypothesis is, I’d like to know, I wonder if, I’m beginning to think that, Romans, British, resistance, Boudica, withdrawal, western, empire, sequence, dates, periods, soldier, armour, helmet, emperor, woman, chariot, roads, toga, colosseum, Romulus and Remus, aqueduct, gladiators, coin, Roman tortoise, Pantheon, mosaic, shield. |  |
| **Chronological Understanding** | * Explore trends and changes over time – using a timeline * Demonstrate awareness that the past can be divided into different periods of time. | * Use some dates and historical terms when sequencing events and objects. |  |
| **Events, People and Changes** | * Describe and give reasons for some historical changes | • Find out and compare everyday lives and how that contrasts to our lives today |  |
| **Interpretation, Enquiry and Using Sources** | * Recognise that different versions of past events may exist. * Recognise that our knowledge of the past is constructed of different sources. | * Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc. * Use sources to address historically valid questions. |  |
| **Communication** | * Discuss some historical events, issues, connections and changes. * Select and organise historical information to present in a range of ways. | * Select and organise historical information to present in a range of ways. * Use relevant historical terms and vocabulary linked to chronology. * Distinguish different sources e.g compare different versions of the same event. |  |

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| **Year 4** | **Autumn** | **Spring** | **Summer** |
| **Ancient Greece – a study of Greek life and achievements and their influence on the western world** |  |  | Ancient Greece |
| **Events beyond living memory that are significant nationally or globally.** | Remembrance Day WW1 |  |  |
| **The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.** |  | Ancient Egypt |  |
| **a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** | World War 2 |  |  |
| **Vocabulary** |  | worship, slave, pyramid, Gods, jewellery, papyrus, hieroglyphs, pottery, queen, scribe, camel, Cleopatra, scarab beetle, Egypt, ankh, River Nile, mummification, canopic jars, Tutankhamun, afterlife, sarcophagus, Egyptologist, The Sphinx, goddess, king, tomb, temple, mummy, Giza, Sphinx, Howard Carter, pharaoh, archaeology, archaeologist, Valley of the Kings, Valley of the Queens, evidence. | Ancient, Greece, culture, art, architecture or literature, past, present, legacy, gorgon, citizen, hoplite, colony, slave, Troy, government, ancient, helots, literature, states, language, trade, mercenaries, prisoners of war, worshipped, Argonauts, combat service, scientists, centaur, abacus, Persia, politician, temple, Athens, soldiers, mathematics, commander, language, tribute, enslaved, deities, Spartans, conquer, Ionians, democracy, mosaic, architect, pottery, Sparta, Titans, war, acropolis, science, military, business, city-state, pirates, economy, sacrificed, military, epitaph, invasion, column, Olympics |
| **Chronological Understanding** | • Use dates and historical terms when ordering events and objects on a timeline. |  | * Identify where people and events fit into a chronological framework. * Explore links and contrasts within and across different periods of time.   • Understand and use more complex historical terms – e.g – BC/AD |
| **Events, People and Changes** | * Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066. * Offer a reasonable explanation for some events. | * Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.• * Describe key aspects of a non-European society | * Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. |
| **Interpretation, Enquiry and Using Sources** | * Identify historically significant people and events in different situations   Recognise why some events happened and what happened as a result. | * Use sources to address historically valid questions and hypotheses | * Recognise how sources of evidence are used to make historical claims. |
| **Communication** | Select and organise relevant historical information to present in a range of ways. |  | * Discuss significant aspects of, and connections between, different historical events. * Begin to evaluate the usefulness of different sources. * • Use relevant and appropriate historical terms and vocabulary linked to chronology |

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| **Year 5** | **Autumn** | **Spring** | **Summer** |
| **Britain’s settlement by Anglo-Saxons and Scots** | Anglo-Saxons & Scots settlement. Link in to Vikings: see below. |  |  |
| **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** | Viking raids and invasion, including: the resistance by Alfred the Great and Athelstan first king of England, further Viking invasions and Danegeld Anglo-Saxon laws and justice, and Edward the Confessor and his death in 1066. |  |  |
| **Events beyond living memory that are significant nationally or globally.** | Remembrance Day WW1 |  |  |
| **a non-European society that provides contrasts with British history** |  | Aztec Civilization |  |
| **Vocabulary** | Complex, explanation, historical, ordering, terms, connections, events, Anglo-Saxons, Scots, coins, thatched, house, pot, brooch, runes, King Offa, Offa’s Dyke, Sutton Hoo, helmet, sword, axe, shield, lyre, St. Bede, Alfred the Great, tapestry, mast, shield, travel, conquer, spices, merchant, cloak, Danelaw, runes, Norway, Old Norse, longship, descendants, hoard, Sweden, helmet, settlement, craftsmen, Scandanavia, explorer, trade, blacksmith, sailing, colonise, sword, brooch, invader, Danegeld, myths, raid, journey, feast, Denmark, figureheard, merchant, tunic, treasure. | Aztec, Gods, Godesses, temples, pyramids, palaces, monuments, statues, tribe, empire, religion, warriors, priests, Valley of Mexico, Lake Texcoco, Tenochtitlan, Huitzilopochtli, Tlaloc, Quetzalcoatl, Chalchiuhtlicue, Xiuhmolpilli festival. |  |
| **Chronological Understanding** | Identify where people, places and periods of time fit into a chronological framework. | • Explore links and contrasts within and across different periods of time. |  |
| **Events, People and Changes** | Offer a reasonable explanation for some events. | Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.  • Demonstrate more in-depth knowledge of one specific civilisation • Describe key aspects of a non-European society |  |
| **Interpretation, Enquiry and Using Sources** | • Recognise why some events happened and what happened as a result.   * Use sources to address historically valid questions and hypotheses. |  |  |
| **Communication** | • Use relevant and appropriate historical terms and vocabulary linked to chronology | Select and organise relevant historical information to present in a range of ways. |  |

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| **Year 6** | **Autumn** | | **Spring** | **Summer** |
| **a local history study** |  |  | | Local History Study of Leyland |
| **a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** | Victorian | World War 1 | |  |
| **Events beyond living memory that are significant nationally or globally.** | Remembrance Day WW1 |  | |  |
| **Vocabulary** |  |  | | Leyland, Preston, Lancashire, England, Northbrook, cottages, local, history, area, past, North West, South Ribble, settlement, archaeological evidence, |
| **Chronological Understanding** | * Use dates and a wide range of historical terms when sequencing events and periods of time. | * Develop chronologically secure knowledge of the events and periods of times studied. | | * Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. |
| **Events, People and Changes** | * Explore beliefs, behaviours and characteristics of people, recognising not everybody shares the same views and opinions. * Know key dates, people and times studied. | * Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. | | * Compare beliefs and behaviour with another time studied |
| **Interpretation, Enquiry and Using Sources** | * Recognise that some events, people and changes are judged as more significant than others. | * Give some reasons for contrasting arguments and interpretations of the past. | | * Regularly address and sometimes devise historically valid questions and hypotheses. * Bring knowledge gathered from several sources together into a coherent account. |
| **Communication** | * Acknowledge contrasting evidence and opinions when discussing and debating historical issues. | * Use appropriate vocabulary when discussing, describing and explaining historical events. | | * Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. * Choose the most appropriate way of communicating different historical findings. |

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| Year group | Topic | National Curriculum Objectives |
| Reception | My School | * To learn about significant event, people and places in their own locality. * Within living memory * How has our school changed over time? * Chronology |
| Year 1 | My Worden Park | * To learn about significant events, people and places in their own locality. * Within their memory. * How has our local area changed over time? * Continuity and change |
| Year 2 | My Leyland | * To learn about significant events, people and places in their own locality. * How has our local area change over time? * Significant person |
| Year 3 | My Preston | * To learn about significant events, people and places in their own locality. * How has our local area change over time? * Significant event |
| Year 4 | My Lancashire | * To learn about significant events, people and places in their own locality. * How has our local area change over time? * Significant place |
| Year 5 | My Heritage | * To learn about significant events, people and places in their own locality. * How has our local area change over time? * Significant event |
| Year 6 | My Capital city | * To learn about significant events, people and places in their own locality. * How has our local area change over time? * Significant event |