

St Joseph's Catholic Primary School
History Long Term Plan

EYFS

Children will be able to;
Begin to make sense of their own life-story and family's history.
Continue developing positive attitudes about the differences between people.
Talk about members of their immediate family and community.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.

	Autumn	Spring	Summer
Cycle A	My New School	Teddy Bears	Space
Cycle B	Friends and family	People who help us	Travel

KS1

	Autumn	Spring	Summer
Cycle A	<p>Significant historical events, people and places in their own locality</p> <p>The History of St Joseph's School</p> <p>Retrieval & What is it like to be a pupil at St Joseph's today?</p> <p>What were lessons like in the past?</p> <p>How has the school grown and changed?</p> <p>Who went to our school?</p>	<p>Changes within living memory</p> <p>Toys</p> <p>Retrieval & What are our toys like today?</p> <p>What were toys like in the past?</p> <p>Exploring dolls and teddies (chronology)</p> <p>How have toys changed?</p> <p>Can we set up a Toy Museum?</p>	<p>The lives of significant individuals contributed to national or international achievements, some used to compare aspects of life in different periods</p> <p>Neil Armstrong</p> <p>Retrieval & Who was Neil Armstrong and what is he famous for?</p> <p>Why did the astronauts risk their own lives to go to the moon?</p> <p>How did they get there and how long did it take?</p>

	To find out about evacuees from Liverpool and Salford who attended school in WW2.		What did they do on the moon? Why was it significant that Neil landed on the moon?
Cycle B	<p>The lives of significant individuals contributed to national or international achievements, some used to compare aspects of life in different periods</p> <p>Ruby Bridges</p> <p>Retrieval & Do you remember your first day of School?</p> <p>Who was Ruby Bridges?</p> <p>What was segregation?</p> <p>What is Ruby Bridges famous for?</p> <p>How did Ruby Bridges actions impact on others?</p>	<p>Events beyond living memory significant nationally or globally</p> <p>The Great fire of London</p> <p>Retrieval & compare past and present London.</p> <p>How did the Great Fire of London start? (chronology)</p> <p>How was the Great Fire of London put out?</p> <p>How do we know about the Great Fire of London? (sources)</p> <p>What was the impact of the Great Fire of London?</p>	<p>Events beyond living memory significant nationally or globally</p> <p>The First Aeroplane Flight</p> <p>Retrieval & How has travel and transport changed?</p> <p>How did people try to fly?</p> <p>Why were the Wright brothers famous?</p> <p>How do we know about the Wright Brothers first flight?</p> <p>What was the impact of the Wright Brothers invention?</p>

Lower KS2			
	Autumn	Spring	Summer
Cycle A	<p>Britain's settlement by Anglo Saxons and scots</p> <p>Invasion and settlement</p> <p>Britain at the end of Roman rule</p>	<p>Anglo-Saxon and The Vikings struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Anglo-Saxon and The Vikings</p> <p>Early Viking raids</p>	<p>A study of an aspect or theme of British History that extends pupils chronological knowledge beyond 1066</p> <p>Victorian</p> <p>Victoria's 'melancholy' childhood</p>

	<p>The Anglo-Saxons come to Britain</p> <p>Anglo-Saxon Kingdoms</p> <p>The conversion of the British Isles</p> <p>The rise of Mercia</p> <p>How Britain changed after the Romans</p>	<p>Seafaring Vikings</p> <p>The Great Heathen Army</p> <p>Aethelred, Alfred the Great and Wessex</p> <p>The Anglo-Saxon fightback</p> <p>Why the Vikings came to Britain</p>	<p>Victoria's accession to the throne</p> <p>Victoria's proposal and marriage to Albert</p> <p>Factories in Britain during Victorian times</p> <p>The Great Exhibition</p> <p>Victorian childhood</p>
Cycle B	<p>Changes in Britain from the stone age to the iron age</p> <p>Stone Age & Iron Age</p> <p>The big picture of the earliest humans in Britain</p> <p>The evidence of the Paleolithic Era</p> <p>Settlement during the Mesolithic Era</p> <p>Significant Stone Age artefacts</p> <p>The beginning of the Iron Age</p> <p>Changing settlements and trade in Iron Age Britain</p>	<p>The roman empire and its impact on Britain</p> <p>Romans</p> <p>Roman kings</p> <p>The Roman Republic</p> <p>The rise of the Emperors</p> <p>The division of the Roman Empire</p> <p>The fall of the Western Roman Empire</p> <p>What it meant to be a Roman</p>	<p>A Local study</p> <p>The History of Wrightington Farming</p> <p>Maps and photographs to understand how the local area has changed over time.</p> <p>How farming techniques have changed over time.</p> <p>How tools and machinery have changed over time.</p> <p>How farmers have adapted their farms over time.</p> <p>Explore local farming traditions e.g. potato picking and harvest.</p>

Upper KS2

	Autumn	Spring	Summer
Cycle A	<p>The achievements of the earliest civilisations</p> <p>Egypt</p> <p>To describe how the three kingdoms of Egypt changed over time.</p> <p>To describe where and when the Ancient Egyptians lived and explain why the River Nile was important for them.</p> <p>To describe what Ancient Egyptian writing looked like and explain how it changed over time.</p> <p>To describe why and how the Great Pyramids were built.</p> <p>To explain how some aspects of the way Ancient Egyptians treated dead bodies changed, whilst others stayed the same.</p> <p>To describe Howard Carter's great discovery of the tomb of Tutankhamun.</p>	<p>Local Study</p> <p>The North West of England</p> <p>To use sources such as maps and photographs to understand changes over time.</p> <p>To find out about the development and changes in leisure in local seaside towns.</p> <p>To find out about changes in industry in the region.</p> <p>To look closely at the local building Rufford Old Hall and to understand why it was built and the changes made over time.</p> <p>To understand migration into and out of the Liverpool.</p> <p>To explore the importance and growth of sport in the area.</p>	<p>A study of Greek life and achievements and their influence on the Western world</p> <p>Ancient Greece</p> <p>To explore some of the key events during the ancient Greek period.</p> <p>To research aspects of daily life and society in ancient Greece.</p> <p>To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.</p> <p>To explore the beliefs of the ancient Greek Gods and Goddesses</p> <p>To explore the Olympics in ancient Greek times through examining primary sources and comparing them with the modern Olympic Games.</p> <p>To compare ancient Athenian democracy with modern British democracy</p>
Cycle B	<p>A study of an aspect or theme of British History that extends pupils chronological knowledge beyond 1066</p> <p>World War II</p>	<p>A non-European society that contrast with British history</p> <p>Mayan Civilisation</p>	<p>A study of an aspect or theme of British History that extends pupils chronological knowledge beyond 1066</p> <p>Tudors</p>

	To find out about the early causes of WWII. Was the Treaty of Versailles fair?	To describe what archaeologists found at the Copán tomb.	Place the Tudors on a timeline and explore the Tudor family tree.
	To discover how Hitler rose to power?	To describe Mesoamerica and the cities the Maya built there.	Explore Tudor fashion through pictures and identify different pieces of Tudor clothing.
	To find out what life was like in Nazi Germany?	To explain why bloodletting was important to the Maya.	Investigate the foods which Tudor people ate and find out about the new foods which were being brought to England at the time.
	To recall the key events of WW2	To explain why calendars were so important to the Maya.	Discover the punishments given to criminals during Tudor times and who was in charge of law and order.
	To describe how women's roles changed in WW2.	To explain why cacao and maize were so important to the Maya.	Explore the illnesses and diseases that were common in Tudor times and discover how they were treated.
	To explain why evacuation was a huge turning point for children in WW2.	To describe the similarities between the Maya and other early civilisations alongside the things that made them so distinctive.	Think about what life was like for children in Tudor times, investigating the differences between rich and poor lifestyles