

History Long Term Curriculum Plan

ELG	Understanding the World.		
	Autumn	Spring I	Summer I
Nursery Curriculum	<p>History is discussed throughout topic work in Nursery. The topics are: dinosaurs, space, fairytales, seaside, toys and buildings. When exploring these themes, History is taught through discussion, comparing, use of vocabulary (then, now etc). The children celebrate a number of significant dates during the year, such as: Remembrance day, Christmas, Easter, Chinese New Year, St. Georges Day etc. If a child talks about an important celebration to them, then this is also celebrated, i.e. Hanukah.</p>		
	Autumn	Spring	Summer
Reception Curriculum	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Bonfire Night Diwali Remembrance Road Safety Children in Need Christmas Seasonal Changes</p>	<p>Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. New Year's Eve Chinese New Year Valentine's Day Darwin Day World Book Day International Women's Day St Patrick's Day World Poetry Day Mother's Day Season Changes Easter</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. St George's Day Screen-Free week Eid Walk to School week The Queen's Jubilee Father's Day</p>
Cross curricular Links	R.E Geography Music	Geography R.E English Science	Computing RE

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Reading opportunity			
Writing Maths skills			
School Values	1) Essential knowledge and skills 2) Awareness of global and local issues 3) Relevance of learning.	1) Essential knowledge and skills 2) Awareness of global and local issues 3) Relevance of learning.	1) Essential knowledge and skills 2) Awareness of global and local issues 3) Relevance of learning.
	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Year 1 Curriculum	<u>Why do we have remembrance day?</u> What is remembrance day? Why do we wear poppies? What happens on remembrance day? Who do we remember on remembrance day? Visit to local war memorial.	<u>How do our toys and games compare with those of children in the 1960s?</u> Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about the 1960s?	<u>How has flying changed?</u> Have we always had airplanes? Who were the Wright brothers and what did they do? Who was Harriet Quimby? Why did Bessie Coleman have to go to France? How have planes changed over time? What events were important throughout history for flying?

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NC History Links	Events beyond living memory that are significant nationally or globally	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements
Cross curricular Links			Art/Geog – what would Harriet have seen from her plane?
Reading opportunity	Where the poppies now grow Hilary Robinson and Martin Impey. The Little Hen and the Great War Jennifer Beck & Robyn Belton	That Rabbit belongs to Emily Brown – Cressida Cowell & Neal Layton. Lost in the Toy Museum: An Adventure	Emma Jane's aeroplane – Katie Haworth and Daniel Rieley. Amelia Earhart (Little People, Big Dreams) Isabel Sanchez Vegara & Maria Diamantes
Writing Maths skills			Newspaper front page for Harriet's flight.
School Values	1) Essential knowledge and skills 2) Awareness of global and local issues 3) Relevance of learning.	1) Essential knowledge and skills 2) Relevance of learning	1) Essential knowledge and skills 2) Moral values 3) Careers

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	Autumn	Spring	Summer
Year 2 Curriculum	<p><u>Did the Great Fire make London a better or worse place?</u></p> <p>What was Stuart London like? What did people do first? What was it like at the height of the fire? Could any have stopped what happened? What was left of London? What did the King do to make London better?</p>	<p><u>How did the building of Manchester Airport change our local area?</u></p> <p>When and why was the airport built? What happened to the airport during WWII? What positives did the building and running of the airport bring for our area? What negatives did the building and running of the airport bring for our area? How has the airport changed since it first opened?</p>	<p><u>How have forms of communication developed over time?</u></p> <p>What early writing systems were there? Who was William Caxton and what did he create? What are telegraphs and Morse Code? Who was Alexander Graham Bell and what did he invent? Who was Tim Burners-Lee and what did he invent? How did William Caxton and Tim Burners-Lee lives differ?</p>
NC History Links	<p>Events beyond living memory that are significant nationally or globally</p>	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality</p>	<p>Events beyond living memory that are significant nationally or globally Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements.</p>

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Cross curricular Links		Geography	English – letter writing. Computing – communication.
Reading opportunity	Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham Toby and The Great Fire Of London Margaret Nash & Jane Cope	Girls can do anything – Caryl Hart.	The Jolly Postman – Janet & Allan Ahlberg.
Writing Maths skills			
School Values	1) Essential knowledge and skills 2) Awareness of national issues	1) Essential knowledge and skills 2) Current national and global issues including locality	1) Essential knowledge and skills 2) Awareness of current national and global issues.

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Year 3 Curriculum	<p><u>What major changes were there during the Stone Age?</u></p> <p>What does prehistory mean? How did hunter-gathers survive during the Stone Age? What was Stone Age art? What kind of sources tell us about the Stone Age? What was Skara Brae? Why are there so many mysteries about Stonehenge?</p>	<p><u>Which had the biggest impact, bronze or iron?</u></p> <p>When was the Iron Age and Bronze Age? How did bronze replace stone? How did bronze change life? How did iron replace bronze? How did iron change life? Which had the greater impact, bronze or iron?</p>	<p><u>How did the arrival of the Romans change Britain?</u></p> <p>Who were the Romans? How and why did they successfully invade Britain? What do sources tell us about Boudica? Are they reliable? What was life like in Roman Britain? Can we still see influences from the Romans today?</p>
NC History Links	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain
Cross curricular Links	Art – Prehistoric art.	Geography – settlements.	Geography – invaders and settlers.
Reading opportunity	Stone Age Boy Stig of the Dump	The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert	Romans on a Rampage – Jeremy Strong.
Writing Maths skills			

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School Values	1) Essential knowledge and skills 2) Learning could be built upon in next stages.	1) Essential knowledge and skills 2) Learning could be built upon in next stages.	1) Essential knowledge and skills 2) Understand locality in the context of the wider world.
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	Autumn	Spring	Summer
Year 4 Curriculum	<p><u>Did the settlement by the Anglo-Saxons make England a better or worse place to live?</u></p> <p>How did Saxon England begin? What happened during the period of Saxon England? What was life like during the Anglo-Saxon period? Who was a significant individual during this time? How different was daily life compared to Roman Britain?</p>	<p><u>What happened during the battle between the Anglo-Saxon and Vikings?</u></p> <p>What was life like in Anglo-Saxon England? What happened during this time? How were the Vikings viewed by the Anglo-Saxons? How should we view the Vikings? How did the conflict between Saxons and Vikings change Britain? Can King Alfred be viewed as 'Great'?</p>	<p><u>How have railways changed since the Victorian times?</u></p> <p>What did railways look like during the Victorian times? What key events have occurred that are important to the development of railways? Why and where did the railway expand across Britain? How has technology changed in locomotives? Were these changes necessary? How do railways compare to the Victorian times?</p>

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NC History Links	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.
Cross curricular Links	R.E		
Reading opportunity	Beowulf Illustrated Tales of King Arthur.	The Dragon's Hoard – Lari Don & Cate James. There's a Viking in my bed – Jeremy Strong	The Highland Falcon Thief – MG Leonard and Sam Sedgman. Five go off to camp – Enid Blyton
Writing Maths skills			
School Values	1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of the wider world.	1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of the wider world.	1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of the wider world.

	Autumn	Spring	Summer
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<p>Year 5 Curriculum</p>	<p><u>Did the Greg family have a positive impact on our local area?</u> Who were the Greg family? What was the industrial revolution? Who worked at the mill, what jobs did they have and how much were they paid? What do sources tell us and how reliable are they? How did Styal Village develop and what was village life like? Trip to Styal Mill.</p>	<p><u>Why was the finding of Tutankhamun's tomb historically important?</u> When and where did the Ancient Egyptians live? Who discovered Tutankhamun's tomb? Who was Tutankhamun? Why was Tutankhamun not buried in a pyramid? What was Tutankhamun buried with a shabti?</p>	<p><u>Can we thank the Ancient Greeks for anything in our lives today?</u> What are the similarities between our schools and schools in Ancient Greece? What can we learn from our language about Ancient Greece? What do some of our buildings tells us about how we view Ancient Greece today? How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic Games changed since they were first held in Ancient Greece? Which is the most important legacy of the Ancient Greeks?</p>
<p>NC History Links</p>	<p>A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</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>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p>Cross curricular Links</p>	<p>Geography</p>		

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Reading opportunity	Reading about the Greg family.	A Mummy Ate My Homework - Thiago de Moraes	Who let the Gods out – Maz Evans
Writing Maths skills			
School Values	1) Essential knowledge and skills 2) Relevance of learning 3) Understand locality	1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of global issues.	1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of global influences

	Autumn	Spring	Summer
Year 6 Curriculum	<p><u>How has crime and punishment changed since the Anglo-Saxons to now?</u></p> <p>What types of crimes were committed during the Anglo-Saxon period?</p> <p>What new laws were introduced after the Norman invasion and what were the punishments?</p> <p>What are the similarities in crimes committed during different time periods?</p> <p>Why was the police force formed during the Victorian times?</p>	<p><u>Was the Battle of Britain a key turning point in World War II?</u></p> <p>Were there other key events during World War II?</p> <p>How serious was the risk of invasion by Nazi Germany in June 1940?</p> <p>What happened during the Battle Of Britain?</p> <p>Why did Britain win the Battle of Britain?</p> <p>What happened after the Battle of Britain?</p>	<p><u>What can we learn from Early Islamic civilization?</u></p> <p>How did Islamic civilization (CE 900) compare to Western Europe (Cordoba)?</p> <p>What was Baghdad like as a city?</p> <p>How did the geography of the region impact on the city?</p> <p>Why was Baghdad significant?</p> <p>What was left behind?</p>

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	Is there less or more crime now than in the past?		
NC History Links	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	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.
Cross curricular Links	PSHE		R.E - Islam
Reading opportunity	Holes – Louis Sachar The Highway Man – Alfred Noyes & Charles Keeping Past in Pictures – Crime and Punishment	Horrible Histories Friend or Foe – Michael Morpurgo.	Daily life in the Islamic Golden Age – Don Nardo History Detectives Early Islamic Civilisation – Claudi Martin.

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Extended writing	Write a balanced argument about whether punishment in 2020 is sufficiently reducing crime or not.		
School Values	<ol style="list-style-type: none"> 1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of the wider world. 4) Development of moral values 	<ol style="list-style-type: none"> 1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of the wider world. 	<ol style="list-style-type: none"> 1) Essential knowledge and skills 2) Relevance of learning 3) Awareness of the wider world.