SS Simon & Jude
Church of England Primary School

HISTORY LONG TERM PLAN

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Reception	**Peek into the past** Opportunities for the children to reflect on Memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.		**Adventures through time** Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.
	Historical Collection: What does it mean to remember?		
Year 1	**How am I making history?** Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	**How have toys changed?** 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.	**How have explorers changed the world?** 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 people could be remembered.
	Historical Collection: What does the poppy mean and why do people wear it?		
Year 2	**How was school different in the past?** Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	**How did we learn to fly?** Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	**What is a monarch?** 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.
	Historical Collection: What can we learn from a soldier's story?		

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Year 3	**British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?** Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.	**British history 2: Why did the Romans invade and settle in Britain?** Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.	**What was important to ancient Egyptians?** 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.
	Historical Collection: How can we remember children who were affected by war?		
Year 4	**How have children's lives changed?** Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.	**British history 3: How hard was it to invade and settle in Britain?** 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.	**How did the achievements of the Ancient Maya impact their society and beyond?** Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.
	Historical Collection: How can memorials help us to remember?		

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Year 5	**British history 4: Were the Vikings raiders, traders or something else?** Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers	**British history 5: What was life like in Tudor England?** Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.	**What is the legacy of the ancient Greek civilisation?** 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.
	Historical Collection: Who contributed to the war effort?		
Year 6	**British history 6: What was the impact of World War 2 on the people of Britain?** Extending their chronological knowledge beyond 1066, children learn about how World War 2 affected society in Britain. They explore the causes of war in 1939 and examine the experiences of families during the Blitz. Using photographs, propaganda posters and oral histories, children investigate how the war affected soldiers, civilians and migrants.	**What can the census tell us about local areas?** Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.	**What was the Sikh Empire?** Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Ranjit Singh. They use criteria to explore what makes Ranjit Singh historically significant and compare his achievements to his granddaughter, goddaughter of Queen Victoria and suffragette, Princess Sophia.
	Historical Collection: How do people mark Remembrance?		