



## St Monica's Catholic Primary School - History Long Term Plan

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Understanding the World</b></p> <p><b>My family now</b> <b>(Personal history)</b> A study of the lives of significant individuals from the past who have contributed to national and international achievements.</p>				<p><b>Understanding the World</b></p> <p><b>(Personal history)</b> A study looking at changes within living memory and the comparisons made across different times.</p>	<p><b>Understanding the World</b></p> <p><b>(Personal history)</b> A study into some of the toys which were played with in the past and comparing them to the toys they play with now.</p>
<b>Reception</b>	<p><b>Understanding the World</b></p> <p><b>My family now</b> <b>(Personal history)</b> A study looking at changes within living memory and the comparisons made across different times.</p>	<p><b>Understanding the World</b></p> <p><b>Remembrance Day</b></p> <p><b>Homes from the past</b> <b>(Personal history)</b> A study looking at changes within living memory and the comparisons made across different times.</p>	<p><b>Understanding the World</b></p> <p><b>Toys from the past</b> <b>(Personal history)</b> A study into some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>Understanding the World</b></p> <p><b>Transport</b> <b>(Personal history)</b> A study into transport in which will compare transport from the past with the present.</p> <p><b>(Personal history)</b> A study looking at changes within living memory and the comparisons made across different times.</p>		<p><b>Understanding the World</b></p> <p><b>Seasides from the past</b> <b>(Personal history)</b> A study into how seaside resorts have changed from the past to the present.</p>
<b>Year 1</b>	<p><b>Changes within Living Memory</b></p> <p>pupils will explore Within Living Memory by learning about how everyday life has changed within the lifetimes of people they know, using photographs, objects and stories from the CUSP curriculum. They will compare the past and present and begin to understand how and why things change over time.</p>	<b>Geography</b>	<p><b>The Lives of Significant People (Mary Anning and David Attenborough)</b></p> <p>Pupils will learn about Significant People by finding out about individuals who have made a difference to the world, such as explorers, nurses and activists, using stories and simple historical sources from the CUSP curriculum. They will compare the lives of these people to their own and begin to understand how people from the past have helped shape life today.</p>		<p><b>More Lives of Significant People (Neil Armstrong, Mae Jamison, Bernard Harris Jr, Tim Peak)</b></p> <p>Pupils will learn about Significant People by finding out about individuals who have made a difference to the world, such as explorers, nurses and activists, using stories and simple historical sources from the CUSP curriculum. They will compare the lives of these people to their own and begin to understand how people from the past have helped shape life today. This topic will focus on space travel.</p>	<b>Geography</b>
<b>Year 2</b>	<p><b>Events beyond living memory</b> <b>1666</b></p> <p>Pupils will explore The Great Fire of London by finding out what happened, who was involved and why the fire spread so quickly, using stories, pictures and simple sources from the CUSP curriculum. They will begin to think like historians by asking questions, ordering events in time and comparing life in 1666 with life today.</p>	<b>Geography</b>	<p><b>Significant historical events, people, places in our locality</b></p> <p>Year 2, pupils will explore Events, People and Places in Our Local Community by learning about important local landmarks, past events and significant people who have helped shape where they live, using photographs, maps and stories from the CUSP curriculum. They will develop their historical thinking by asking questions, comparing past and present, and understanding how their community has changed over time.</p>	<b>Geography</b>	<p><b>Significant historical events, people, places in our locality • Revisit – Events beyond living memory</b></p>	<b>Geography</b>

<p><b>Year 3</b></p>	<p><b>Stone Age to Iron Age</b> <b>2.5m BC– 1200 BC</b></p> <p>A study into changes in Britain from Stone Age to Iron Age. Children should understand how our knowledge of the past is constructed from a range of sources.</p>		<p>Geography</p>	<p><b>Stone Age to Iron Age</b> <b>2.5m BC– 1200 BC</b></p> <p>A study into changes in Britain from Stone Age to Iron Age. Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Rome and the impact on Britain</b> <b>753 BC– 476 AD</b></p> <p>A study of the Romans and the impact upon Britain. Children will understand the power of the army and give examples of British resistance such as Boudica.</p>	<p>Geography</p>	<p><b>Rome and the impact on Britain</b> <b>753 BC– 476 AD</b></p> <p>A study of the Romans and the impact upon Britain. Children will understand the power of the army and give examples of British resistance such as Boudica.</p>	<p>Geography</p>
<p><b>Year 4</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots</b> <b>410 AD-1066 AD</b></p> <p>A study of the settlement of Anglo-Saxons in Britain. Children will begin to chronologically order where the Anglo - Saxons fit on a global timeline.</p>	<p><b>The Viking and Anglo-Saxon struggle for the kingdom of England</b></p> <p><b>793 AD-1066 AD</b></p> <p>Children will explore the Viking and Anglo-Saxon struggle for the Kingdom of England. Children should continue to develop a chronologically secure knowledge of World History.</p>	<p>Geography</p>	<p><b>The Viking and Anglo-Saxon struggle for the kingdom of England</b> <b>793 AD-1066 AD</b></p> <p>Children will explore the Viking and Anglo-Saxon struggle for the Kingdom of England. Children should continue to develop a chronologically secure knowledge of World History.</p>	<p><b>Ancient civilisation: Egypt</b> <b>3100 BC-332 BC</b></p> <p>A study of Egyptian culture and its impact on the wider world including Britain. Children will follow a chronological view and start to ask questions about this civilization and make links to the different ages.</p>	<p>Geography</p>	<p><b>Ancient civilisation: Egypt</b> <b>3100 BC-332 BC</b></p> <p>A study of Egyptian culture and its impact on the wider world including Britain. Children will follow a chronological view and start to ask questions about this civilization and make links to the different ages.</p>	<p>Geography</p>
<p><b>Year 5</b></p>	<p><b>Ancient Greece</b> <b>776 BC– 100 BC</b></p> <p>A study of Greek life and achievements and their influence on the western world. Children should understand how our knowledge of the past is constructed from a range of sources. They will begin to understand where Ancient Greece is placed on a timeline and make links to past civilizations.</p>		<p>Geography</p>	<p><b>Ancient Greece</b> <b>776 BC– 100 BC</b></p> <p>A study of Greek life and achievements and their influence on the western world. Children should understand how our knowledge of the past is constructed from a range of sources. They will begin to understand where Ancient Greece is placed on a timeline and make links to past civilizations.</p>	<p><b>Comparison study – Maya</b> <b>1800 BC – 1500 AD</b></p> <p>Children will understand chronologically where the Mayan civilization belongs and the contrasts with the Ancient Greeks.</p>	<p>Geography</p>	<p><b>Comparison study – Maya</b> <b>1800 BC – 1500 AD</b></p> <p>Children will understand chronologically where the Mayan civilization belongs and the contrasts with the Ancient Greeks.</p>	<p>Geography</p>
<p><b>Year 6</b></p>	<p><b>Study Five Monarchs to Extend Pupils' Chronological Knowledge from 1066</b></p> <p>Pupils will study Monarchs since 1066 by exploring how the English and British monarchy has changed from William the Conqueror to the present day, using timelines and historical sources from the CUSP curriculum. They will examine continuity and change, significance and power, and understand how different monarchs have shaped Britain's history.</p>		<p>Geography</p>	<p><b>Windrush Generation</b> <b>1948</b></p> <p>Pupils will study the Windrush Generation by exploring why people from the Caribbean migrated to Britain, the challenges they faced and the important contributions they made to British society, using a range of historical sources from the CUSP curriculum. They will build deeper historical understanding by analysing causes and consequences, considering different viewpoints and linking this period to modern Britain.</p>		<p>Geography</p>	<p><b>Battle of Britain</b> <b>1066</b></p> <p>Pupils will study the Battle of Britain by learning about the key events of 1066, the role of the RAF and why this battle was a turning point in the Second World War, using a range of historical sources from the CUSP curriculum. They will analyse causes, consequences and significance, and consider how the bravery and decisions of people at the time shaped Britain's future.</p>	<p>Geography</p>