

St George's Central CE Primary School and Nursery

Long Term Plan for History Nursery (2 – 3 years olds)

	Through discussion, stories, role-play and small world play the children will begin to make sense of their physical world and their community. Children will listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of a culturally and ecologically diverse world. The children will learn new vocabulary to support their learning of the world around them.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Focus	Me, my family, familiar people.	Simple celebrations	Weather and changes	Growing and change	Familiar people	Movement and transport
Key Learning	Look at photos of self and family Talk about who is in my family Learn names of familiar adults	Join in celebrations (birthdays, Christmas) Listen to simple celebration stories Join in songs and actions Notice special events	Notice winter clothing Talk about what we see outside	Look at baby photos Talk about “baby” and “now” Notice baby animals Use words: grow, change, baby	Join in role play (doctor, police) Notice different jobs Talk about what people do Forest School	Talk about journeys (home to nursery)
EYFS Curriculum Links	<u>Understanding the World</u> - Make connections between the features of their family and other families. - Notice differences between people.					

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Long Term Plan for History Nursery (3 – 4 years olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What makes me special?	What is there to celebrate?	Why is it cold?	What new life can I see?	What can I be when I grow up?	What journeys will I go on?
Key Learning	Learning about their family School community Learning about St. George's Church	Harvest Birthdays Bonfire Night Remembrance Sunday Christmas Autumnal changes	Weather changes	Comparing being a baby to now Baby animals New plants	Jobs in their families Jobs in the community People who help us	Journey to school Forms of transport Journey into Reception
EYFS Curriculum Links	<u>Personal, Social and Emotional Development</u> - Develop their sense of responsibility and membership of a community. <u>Maths</u> - Begin to describe a sequence of events, real or fictional, using words such as “first” and “then”. <u>Understanding the World</u> - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. <u>RE link</u> - Can remember and talk about stories about important past events from the Bible.					

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Long Term Plan for History Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is it like where I live?	What is there to celebrate?	What lives in cold and hot places?	What makes a story magical?	What do living things become?	Why is blue planet amazing?
Key Learning	Getting to know themselves Comparing themselves and families Family Culture Week Comparing where they live Learning about Tyldesley community Journey to school	Autumn Celebrations: Diwali Bonfire Night Remembrance Sunday Christmas and how Christmas is celebrated in other countries	Learn about animal characteristics Learning about range of animals (pets, farm, zoo and wild etc) Comparing hot and Cold countries Lunar New Year Winter changes	Retelling familiar stories Learning about traditional tales Easter Celebrations Spring changes	Learning about own lifecycle Lifecycles of a butterfly Comparing lifecycles of animals that hatch from an egg Spring changes	Learning about animals that live in the ocean Comparing land and water animals Learning about pollution Exploring capacity with water Summer changes
EYFS Curriculum Links	<u>Understanding the World</u> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past.	<u>Understanding the World</u> - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	<u>Understanding the World</u> Comment on images of familiar situations in the past.	<u>Understanding the World</u> - Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past.	<u>Understanding the World</u> - Comment on images of familiar situations in the past. - Talk about members of their immediate family and community	<u>Understanding the World</u> - Comment on images of familiar situations in the past. - Name and describe people who are familiar to them. - Talk about members of their immediate family and community.

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ELG

Understanding the World: Past and Present

- Talk about the lives of 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.

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Long Term Plan for History Year 1 and Year 2

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why should The Great Fire of London never be forgotten?			How have Mary Seacole and Edith Cavell helped to make the world a better place?		How have holidays changed in the last 100 years?
Key Learning	Great Fire of London			Mary Seacole and Edith Cavell		Holidays
Narional Curriculum objectives	- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using			- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using		- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using parts of stories and

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	parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils are taught about events beyond living memory that are significant nationally or globally.			parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements.		other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
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Long Term Plan for History Year 1 and Year 2

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		What was life like In the 1960s?		What happened in Tyldesley in the past?		Why is the Titanic so famous?
Key Learning		Popular culture (The Beatles)		Local History		Sinking of the Titanic
Narional Curriculum objectives		- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using parts of stories and other sources to show		- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using parts of stories and		- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using parts of stories and other sources to show

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		that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils are taught about significant historical events, people and places in their own locality. • Pupils understand connections - how the past has shaped the Tyldesley we know today.		that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils are taught about events beyond living memory that are significant nationally or globally.
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Long Term Plan for History Year 3 and Year 4

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Who were the Ancient Greeks?				How did the Victorian period help to shape the Tyldesley we know today?	
Key Learning	Ancient Greeks				Victorian Tyldesley	
Narional Curriculum objectives	- Pupils should continue to develop a chronologically secure knowledge and understanding of world history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection and organisation of				- Pupils should continue to develop a chronologically secure knowledge and understanding of local history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection of relevant historical information. - They should understand how our knowledge of the past is constructed from a range of sources. - Pupils are taught about local history. For example, how mining changed overtime in this locality and why it is significant.	

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	relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world.				
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Long Term Plan for History Year 3 and Year 4

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?		What impact did the Normans have on British society?		
Key Learning	Stone Age to the Iron Age	Romans		Normans		
Narional Curriculum objectives	- Pupils should continue to develop a chronologically secure knowledge and understanding of British history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection and organisation of	- Pupils should continue to develop a chronologically secure knowledge and understanding of British history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection and organisation of		- Pupils should continue to develop a chronologically secure knowledge and understanding of British history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection and organisation of		

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	relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about changes in Britain from Stone Age to Iron Age.	relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about the Roman Empire and its impact on Britain. • The Roman Empire by AD 42 and the power of its army. • British resistance, for example, Boudica.		relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		
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Long Term Plan for History Year 5 and Year 6

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How can we rediscover the wonders of Ancient Egypt?			Who were the Anglo-Saxons and Scots? How did they influence our lives today?	Were the Vikings always victorious and vicious?
Key Learning		Ancient Egypt			Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo Saxon struggle for the Kingdom of England
Narional Curriculum objectives		- Pupils should continue to develop a chronologically secure knowledge and understanding of world history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful			- Pupils should continue to develop a chronologically secure knowledge and understanding of British history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful	- Pupils should continue to develop a chronologically secure knowledge and understanding of British history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful

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		selection of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared. • A depth study of Ancient Egypt.			selection of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about Britain's settlement by Anglo-Saxons and Scots. • Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire. • Scots invasions from Ireland to north Britain (now Scotland). • Anglo-Saxon invasions, settlements and kingdoms. • Anglo-Saxon art and culture.	selection of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edwards the Confessor. • Viking raids and invasions. • resistance by Alfred the Great and Athelstan. • further Viking invasions and Danegald. • Anglo-Saxon laws and justice.
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Long Term Plan for History Year 5 and Year 6

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why was the Islamic Civilisation around AD900 known as the 'Golden Age'?		How has British Culture been influenced by William Shakespeare?	What was life like in Tyldesley during World War 2?		
Key Learning	Early Islamic Civilisation		Shakespeare	Local History: World War 2		
Narional Curriculum objectives	- Pupils should continue to develop a chronologically secure knowledge and understanding of world history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection of relevant historical information.		- Pupils should continue to develop a chronologically secure knowledge and understanding of British history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection of relevant historical information.	- Pupils should continue to develop a chronologically secure knowledge and understanding of local history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should address and devise historically valid questions about change, cause, similarity, difference and significance. - They should construct informed responses that involve thoughtful selection of relevant historical information.		

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	• They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about early Islamic civilisation, including a study of Baghdad c. AD 900. They know how it contrasts with British history.		• They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • They know who William Shakespeare was and why we remember him. • They know what it was like to live at the time he was alive.	• They should understand how our knowledge of the past is constructed from a range of sources. • Pupils are taught about local history. They know what it was like to live in Tyldesley during WW2 and understand the lasting impact. • Pupils are taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		
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