

# St George's Central CE Primary School and Nursery

## Long Term Plan for History Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why am I special?  What happens in autumn?	How can I see in the dark?  Why are babies wonderful?		Is the grass starting to grow?  What comes out of an egg?	What are the wonders of Tyldesley?	
Key Learning	All About Me  Autumn	Dark and Light  Celebrations		Spring  New Life	Our Town Tyldesley	
EYFS Statements	<ul style="list-style-type: none"><li>Has sense of own immediate family and relations.</li><li>Can imitate actions and events from own family and cultural background.</li><li>Can talk about own immediate history and things they can remember have happened in their lives.</li></ul>	<ul style="list-style-type: none"><li>Can remember and talk about significant events in their own experience.</li><li>Describes special times or events for families and friends.</li><li>Can remember and talk about stories about important past events from the bible.</li></ul>		<ul style="list-style-type: none"><li>Can talk about some of the things they have observed such as plants and animals, natural and found objects.</li><li>Developing an understanding of growth, decay and changes over time.</li><li>Can talk about how they have grown and changed since birth.</li></ul>	<ul style="list-style-type: none"><li>Notices detailed features of objects in their environment.</li><li>Can talk about the different buildings in their local environment and the purpose they serve e.g our home and school.</li></ul>	

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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 makes me marvellous?	What is there to celebrate?	Do dinosaurs exist?			Who are your favourite story characters?
Key Learning	All About Me	Celebrations	Dinosaurs			Once upon a time
EYFS Statements	<ul style="list-style-type: none"><li>• Can join in with family customs and routines.</li><li>• Can talk about past and present events in their own lives and in the lives of family members.</li><li>• Can make observations in own immediate and local environment.</li></ul>	<ul style="list-style-type: none"><li>• Can talk about similarities and differences between themselves and others, and between families, communities and traditions e.g. Remembrance, Guy Fawkes and Christmas.</li></ul>	<ul style="list-style-type: none"><li>• Noticing and understanding similarities and differences.</li><li>• Can talk about how environments might vary from one another.</li></ul>			<ul style="list-style-type: none"><li>• Can talk about past and present events.</li><li>• Knows about similarities and differences between themselves and others, and between families, communities and traditions.</li></ul>

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## Long Term Plan for History Year 1 and Year 2

2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		Why is the Titanic so famous?		What happened in Tyldesley in the past?		Would The Beatles have won X Factor?
Key Learning		Sinking of the Titanic		Local History		Popular culture (The Beatles)
Narional Curriculum objectives		<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should ask and answer questions, choosing and using</li></ul>		<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should ask and answer questions, choosing and using</li></ul>		<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should ask and answer questions, choosing and using</li></ul>

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		<p>parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about events beyond living memory that are significant nationally or globally.</li> </ul>		<p>parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about significant historical events, people and places in their own locality.</li> <li>• Pupils understand connections - how the past has shaped the Tyldesley we know today.</li> </ul>		<p>parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>
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## Long Term Plan for History Year 1 and Year 2

2022-2023						
	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		<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should ask and answer questions,</li></ul>		<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should ask and answer questions,</li></ul>		<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should ask and answer questions,</li></ul>

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		<p>choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about events beyond living memory that are significant nationally or globally.</li> </ul>		<p>choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>		<p>choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>
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# St George's Central CE Primary School and Nursery

## Long Term Plan for History Year 3 and Year 4

2021-2022						
	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	<ul style="list-style-type: none"><li>• Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</li><li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>• They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>• They should construct informed responses that involve thoughtful selection and organisation of</li></ul>				<ul style="list-style-type: none"><li>• Pupils should continue to develop a chronologically secure knowledge and understanding of local history.</li><li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>• They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>• They should construct informed responses that involve thoughtful selection of relevant historical information.</li><li>• They should understand how our knowledge of the past is constructed from a range of sources.</li><li>• Pupils are taught about local history. For example, how mining changed overtime in this locality and why it is significant.</li></ul>	

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	<p>relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</li> </ul>				
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## Long Term Plan for History Year 3 and Year 4

2022-2023						
	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	<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>They should construct informed responses that involve thoughtful selection and organisation of</li></ul>	<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>They should construct informed responses that involve thoughtful selection and organisation of</li></ul>		<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>They should construct informed responses that involve thoughtful selection and organisation of</li></ul>		

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	<p>relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about changes in Britain from Stone Age to Iron Age.</li> </ul>	<p>relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about the Roman Empire and its impact on Britain.</li> <li>• The Roman Empire by AD 42 and the power of its army.</li> <li>• British resistance, for example, Boudica.</li> </ul>		<p>relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>		
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## Long Term Plan for History Year 5 and Year 6

2021-2022						
	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'?		To be or not to be?	What was life like in Tyldesley during World War 2?		
Key Learning	Early Islamic Civilisation		Shakespeare	Local History: World War 2		
Narional Curriculum objectives	<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>They should construct informed responses that involve thoughtful selection of relevant historical</li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>They should construct informed responses that involve thoughtful selection of relevant historical</li></ul>	<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of local history.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li><li>They should construct informed responses that involve thoughtful selection of relevant historical</li></ul>		

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	<p>information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about early Islamic civilisation, including a study of Baghdad c. AD 900. They know how it contrasts with British history.</li> </ul>		<p>information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• They know who William Shakespeare was and why we remember him.</li> <li>• They know what it was like to live at the time he was alive.</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about local history. They know what it was like to live in Tyldesley during WW2 and understand the lasting impact.</li> <li>• Pupils are taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>		
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## Long Term Plan for History Year 5 and Year 6

2022-2023						
	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		<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses</li> </ul>			<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses</li> </ul>

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		<p>that involve thoughtful selection of relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.</li> <li>• A depth study of Ancient Egypt.</li> </ul>			<p>that involve thoughtful selection of relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about Britain's settlement by Anglo-Saxons and Scots.</li> <li>• Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms.</li> <li>• Anglo-Saxon art and culture.</li> </ul>	<p>that involve thoughtful selection of relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edwards the Confessor.</li> <li>• Viking raids and invasions</li> <li>• resistance by Alfred the Great and Athelstan</li> <li>• further Viking invasions and Danegald</li> <li>• Anglo-Saxon laws and justice</li> </ul>
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