

Holy Family Catholic Primary School

History Long Term Plan

Year Groups	Autumn	Spring	Summer
Reception Understanding the World	<p style="text-align: center;">Understanding the world Past and Present 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.</p>		
Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Reception	
	<ul style="list-style-type: none"> • History • Historian • After • Before • New • Old • Now • Past • Present • Time 	<p>Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds such as Chinese New Year Remembrance Day Black History week Bonfire Night – Guy Fawkes R.E themes taught through Discovery RE Exploring the Art of various artists Learning Feedback times – talking about learning from the previous day / week etc...</p>	

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<p>People, Culture and Communities</p> <ul style="list-style-type: none">•Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.•Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Child led learning inspired from books.</p>
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Community Knowledge Invasion Civilisation Power Democracy

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EYFS	<p>Past and Present</p> <p><i>Each Peach Pear Plum</i></p> <p><i>Celebrations Around the World</i></p> <p>Could include - Bonfire night, Rosh Hashanah, Diwali, Christmas</p> <p><i>Chronology</i> <i>Changes within living memory</i> <i>Their families</i> <i>Understand significant people/events locally</i> <i>The past through story</i> <i>Enquiry</i></p>	<p>Past and Present</p> <p>Anansi and the Golden Pot</p> <p>Luna Loves Art</p> <p>Shu Lin's Grandpa</p> <p><i>Chronology</i> <i>Changes within living memory</i> <i>Their families</i> <i>Significant people/events locally</i> <i>Understanding the past through story</i> <i>Enquiry</i></p>	<p>Past and Present</p> <p>William Bee things that Go</p> <p><i>Chronology</i> <i>Changes within living memory</i> <i>Their families</i> <i>Significant people/events locally</i> <i>Understanding the past through story</i> <i>Enquiry</i></p>
Year 1	<p>COMMUNITY KNOWLEDGE</p> <p>Changes within living memory</p>	<p>COMMUNITY KNOWLEDGE</p> <p>The lives of significant people Mary Anning Sir David Attenborough</p>	<p>COMMUNITY KNOWLEDGE</p> <p>More lives of significant people Neil Armstrong Mae Jemison Bernard Harris Jr Tim Peaks</p>
Year 2	<p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p>	<p>COMMUNITY POWER KNOWLEDGE</p>	<p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p>

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	Events beyond living memory Great Fire of London	Significant historical events, people and places in our locality	Revisit events beyond living memory
Year 3	KNOWLEDGE COMMUNITY POWER Study changes in Britain from the Stone Age to the Iron Age	INVASION POWER CIVILISATION The Roman Empire and its impact on Britain	KNOWLEDGE COMMUNITY POWER Retrieval Study – Changes in Britain from the Stone Age to the Iron Age
Year 4	INVASION POWER COMMUNITY Britain’s settlement by Anglo- Saxons and Scots	INVASION POWER COMMUNITY The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	CIVILISATION KNOWLEDGE POWER INVASION The achievements of the earliest civilizations Ancient Egyptians
Year 5	CIVILISATION KNOWLEDGE POWER Ancient Greece – a study of Greek life and achievements and their influence on the western world		CIVILISATION KNOWLEDGE POWER DEMOCRACY Study a non-European society that provides contrasts with British history – Maya AD 900
Year 6	COMMUNITY DEMOCRACY POWER	COMMUNITY DEMOCRACY POWER	COMMUNITY DEMOCRACY POWER

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	<p>INVASION</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>5 Monarchs</p> <p>Battle of Britain</p>	<p>Windrush generation</p>	<p>INVASION</p> <p>A local history study:</p> <p>How did conflict change our local area in WW2?</p>
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BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>