



Templenewsam Halton Primary History Long Term Plan



	<div>Autumn</div> <div>Spring</div> <div>Summer</div>		
Nursery	Understanding the World <i>My Family</i> <i>(making sense of my family history)</i>	Understanding the World <i>Key Experiences</i> <i>Bonfire Night and Remembrance Day</i>	Understanding the World <i>Transport</i> <i>Changes in how we travel</i>
Reception	Understanding the World <i>Studying our families and ourselves</i> <i>Describing the people close to me.</i> Children will learn to: Talk about the lives of the people around them and their roles in society;	Understanding the World <i>Exploring Toys from the past</i> Children will learn to: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Understanding the World <i>Historical figures</i> <i>Compare characters from stories including those from the past.</i> Children will learn to: Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	Changes within Living Memory <i>"How do our favourite Toys compare to those of our Grandparents?"</i> Children will learn to: develop an awareness of the past, using common words and phrases relating to the passing of time. ask and answer questions	Events from Beyond Living Memory <i>"What can we learn from the coronation of Elizabeth I compared to Elizabeth II"</i> Children will learn to: understand some of the ways in which we find out about the past and identify different ways in which it is represented. know where the people and events they study fit within a chronological framework	Significant Historical events, people and places. <i>"Who are our Local Legends?" "What is Special about them?"</i> Children will learn to: use a wide vocabulary of everyday historical terms. They should ask and answer questions. 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	
Year 2	<p>Lives of Significant People in the Past <i>"What does it take to be an Explorer?"</i> <i>Looking at the lives of Captain Lawrence 'Titus' Oats and Neil Armstrong.</i></p> <p>Children will learn to: 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.</p>	<p>Events from Beyond Living Memory that are significant nationally. <i>"What really happened on the night of Sep 2nd 1666?"</i> <i>"How did the fire make London better?"</i></p> <p>Children will learn to: 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 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.</p>	<p>Significant historical events, people and places in their own locality. <i>"How is Temple Newsam house linked to the Tudors and Victorians?"</i></p> <p>Children will learn to: 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.</p>
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age <i>"How did the lives of Ancient Britons change during the Stone Age?"</i></p> <p>Children will learn 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. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>The Achievements of the Earliest Civilisations <i>"What do all of the ancient civilisations have in common?"</i></p> <p>Children will learn to: Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>The Achievements of the Earliest Civilisations <i>"How did the civilisation of Ancient Egypt wax and wane?"</i> <i>"Who built the Great Pyramids of Giza?"</i></p> <p>Children will learn to: They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

Year 4	<p>The Roman Empire and its Impact on Britain <i>"Did the native Britons welcome the Romans?"</i></p> <p>Children will learn to: now and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>The Anglo Saxon and Viking settlement in Britain <i>"What was life really like in Anglo Saxon and Viking Britain?"</i></p> <p>Children will learn to: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</p>	<p>Local History (York). Roman and Viking impact <i>"What did the Romans and Vikings do for us today?"</i></p> <p>Children will learn to: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
Year 5	<p>A study of Greek life and achievement. <i>"Can we thank the Greeks for anything in our life today?"</i></p> <p>Children will learn to: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>British History – Chronological knowledge beyond 1066 <i>"Why did migrants come to Britain?"</i></p> <p>Children will learn to: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>British History – Chronological knowledge beyond 1066 <i>Thematic study:</i> <i>"How much would you have enjoyed going to school in the past?"</i></p> <p>Children will learn to: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;</p>
Year 6	<p>Non-European contrasting society. Mayan Civilisation</p>	<p>British History – Chronological knowledge beyond 1066</p>	<p>British History – Chronological knowledge beyond 1066</p>

	<p><i>"Did the Mayans play football like us?"</i></p> <p>Children will learn to:</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p>	<p>Crime and Punishment</p> <p><i>"How and why have punishments changed over time?"</i></p> <p>Children will learn to:</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>World War 2</p> <p><i>"How significant was the Blitz?"</i></p> <p>Children will learn to:</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
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