ST JAMES'
PRIMARY SCHOOL

'In faith we grow and flourish'

History -Long-term plan

Long-term plan: History

Overview (All year groups)

	Autumn	Spring	Summer
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Year 3 (LKS2)	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4 (LKS2)	How have children's lives changed?	British history 3: What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the ancient Maya impact their society and beyond?
Year 5 (UKS2)	British history 4: Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6 (UKS2)	What can the census tell us about local areas?	What was the impact of World War 2 on the people of Britain?	Unheard histories: Who should go on the £10 banknote?

Year 1

Autumn	How am I making history? 6 lessons Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. Pupils create simple timelines and begin to understand how their own lives fit into a sequence of events.	**Spring**	How have toys changed? 6 lessons Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future.
Summer	How have explorers changed the world? 6 lessons Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.		

Year 2

Autumn	How was school different in the past? 6 lessons Exploring how schools have changed over time by comparing schools today with those from the past. Pupils use a range of historical sources to identify similarities and differences and recognise aspects of school life that have remained the same.	**Spring**	How did we learn to fly? 6 lessons Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. Pupils build their understanding of chronology while exploring how developments in flight have changed over time.
Summer	What is a monarch? 6 lessons Examining the role of a monarch by comparing the monarchy today with the monarchy of the past. Pupils investigate how William the Conqueror became king, examine how castles helped monarchs maintain control and explore how castles changed over time.		

Year 3

Autumn	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? 6 lessons Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline. Pupils use archaeological evidence to learn about changes over time, answer historical questions and consider the strengths and limitations of evidence when reconstructing the life of the Amesbury Archer.	**Spring**	British history 2: Why did the Romans invade and settle in Britain? 6 lessons Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded. Pupils examine archaeological evidence, discover how Roman innovations changed everyday life and consider the lasting influence of the Romans on Britain today.
Summer	What was important to ancient Egyptians? 6 lessons Learning about ancient Egypt by investigating evidence such as mummies, pyramids and the Book of the Dead. Pupils place the ancient Egyptians on a timeline, explore the importance of religion in everyday life and discover how ancient Egyptians explained the creation of the world.		

Year 4

Autumn	How have children's lives changed? 6 lessons Examining how children's lives have changed over time by investigating leisure, health and work in the past. Pupils compare the experiences of Tudor and Victorian children, identify continuities and changes and evaluate the significance of Lord Shaftesbury's contribution to education and child labour reform.	**Spring**	British history 3: What changed in Britain after the Anglo-Saxon invasion? 6 lessons Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. Pupils explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end.
Summer	How did the achievements of the ancient Maya impact their society and beyond? 6 lessons Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. Pupils use artefacts to make inferences, explore Maya settlements in the rainforest and discover the significance of beliefs and inventions to the Maya.		

Year 5

Autumn	British history 4: Were the Vikings raiders, traders or something else? 6 lessons Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.	**Spring**	British history 5: What was life like in Tudor England? 6 lessons Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.
Summer	What is the legacy of the ancient Greek civilisation? 6 lessons Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre.		

Year 6

Autumn	<u>What can the census tell us about local areas?</u> 6 lessons Examining how census records can help historians understand the past by making inferences about people's lives in different time periods. Pupils investigate Victorian jobs, the suffrage movement and the interwar years, while considering how census data has changed over time and evaluating its usefulness and limitations as a historical source. Note: In Lesson 6, pupils plan and carry out their own enquiries about who lived in their local school area.	**Spring**	<u>What was the impact of World War 2 on the people of Britain?</u> 6 lessons Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict. Pupils investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.
Summer	<u>Unheard histories: Who should go on the £10 banknote?</u> 6 lessons Considering what makes a person historically significant by investigating why historical figures appear on banknotes. Pupils explore the criteria for significance, debate the achievements of different individuals and create a persuasive case for who should appear on a £10 note.		