



Live, love and learn in the light of Christ.  
 St Francis of Assisi Church of England Primary School  
 History Long Term Plan



NATIONAL CURRICULUM (INTENT)		
EYFS	KEY STAGE 1	KEY STAGE 2
<p><b>Taken from Birth to Five Matters</b></p> <p><b>Range 3</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Is interested in photographs of themselves and other familiar people and objects</p> <p><b>Range 4</b> Has a sense of own immediate family and relations and pets</p> <p><b>Range 5</b> Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends</p> <p><b>Range 6</b> Talks about past and present events in their own life and in the lives of family members</p> <p><b>Statutory ELG: Past and Present</b> Children at the expected level of development will: - 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>	<ul style="list-style-type: none"> <li>▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>▪ significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>▪ changes in Britain from the Stone Age to the Iron Age</li> <li>▪ the Roman Empire and its impact on Britain</li> <li>▪ Britain’s settlement by Anglo-Saxons and Scots</li> <li>▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>▪ a local history study</li> <li>▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>



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Early Years	Key Stage 1		Key Stage 2 Aspects that each topic will focus on achievements, beliefs. Society, housing, entertainment, impact Chronology and recapping of previous topics should be ongoing.			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children’s personal history- looking back at events in their lives.            How they have changed since being a baby.            Discussion about lives of their families in the past.            Comparison of past and present (television, technology, toys, homes etc)            Discussions linked to the passage of time and teaching about birthdays, seasons and celebrations.            Annual events e.g. Remembrance Sunday, Bonfire Night</p>	<p>Changes in living memory (toys/technology)             George Stephenson/Railways (significant events/people)             Great Fire of London/Royal family (chronology of the Queen)</p>	<p>Battles (Spanish Armada, Waterloo, Battle of Britain)             Bridges (Transporter, Infinity Bridge, Yarm Viaduct)-significant places  <i>(Will be taught in Y3 linked to Local area study in academic year 21/22)</i>             Famous Individuals- James Cook/Florence Nightingale/Edith Cavell</p>	<p>Pre-History Stone Age             Bronze age to Iron Age             Ironstone mining local area study</p>	<p>Roman Britain             (Overview of ancient civilisations)            Ancient Egyptians  <i>(will be taught in Y5 academic year 21/22)</i></p>	<p>Ancient Greeks             Anglo Saxons and Scots Vikings</p>	<p>Maya Civilisation             Industrial revolution/ Victorians</p>
<p><b>Constructing the past</b>            Identifying that things from the past might be different from today – technology, cars, houses etc.</p>	<p><b>Constructing the past</b>            Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George</p>	<p><b>Constructing the past</b>            Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’</p>	<p><b>Constructing the past</b>            Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison</p>	<p><b>Constructing the past</b>            Building a coherent knowledge of British history from the Iron</p>	<p><b>Constructing the past</b>            Building a coherent knowledge of British history from Roman Britain through to</p>	<p><b>Constructing the past</b>            Building an understanding of post-1066 Britain through the Victorians and their</p>



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	<p>Stephenson and the development of trains</p>	<p>'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'</p>	<p>throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p><b>Chn should understand how Ironstone mining impacted on Teesside and the growth of the area, placing this into a chronological framework.</b></p>	<p>Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<p>Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p>	<p>impact on today's world by comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>Comparing Anglo-Saxon Britain with the Mayan civilisation through:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>and understanding the reasoning for similarities/differences between each civilisation</p>
<p><b>Sequencing the past/Chronology</b> Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p><b>Sequencing the past/Chronology</b> Identifying that events and people form the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of trains</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p>	<p><b>Sequencing the past/Chronology</b> Identifying and comparing periods of time – Captain Cook and George Stephenson</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to' Understand why local bridge building was necessary in the local area.</p>	<p><b>Sequencing the past/Chronology</b> Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Chn should also understand how many structures and landmarks created on Teesside have lasted for</p>	<p><b>Sequencing the past/Chronology</b> Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their</p>	<p><b>Sequencing the past/Chronology</b> Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p>	<p><b>Sequencing the past/Chronology</b> Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct</p>



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			so long and can still be seen today	impact on later civilisations	Continued development of concurrent civilisations around the world and their impact on later civilisations	comparison with Anglo-Saxons  Placing Victorian Britain into chronological context and it's legacy and impact today  Continued development of concurrent civilisations around the world and their impact on later civilisations
<p><b>Continuity and change</b> Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p>	<p><b>Continuity and change</b> Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains</p> <p>Identifying that some things have stayed the same – Remembrance Day/Bonfire night every year</p>	<p><b>Continuity and change</b> Identifying that changes throughout history have had important consequences – housing safety, understanding of the world from Captain Cook etc.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Understand why local bridge building was necessary in the local area and how did this change the local area.</p>	<p><b>Continuity and change</b> Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>Identifying the continuity and changes to the local area through Ironstone Mining:</p> <ul style="list-style-type: none"> <li>• population</li> <li>• jobs</li> <li>• local significance</li> </ul>	<p><b>Continuity and change</b> Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>Identifying the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> <li>•</li> </ul>	<p><b>Continuity and change</b> Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• beliefs</li> <li>• society</li> <li>• housing and buildings</li> <li>• entertainment</li> <li>• impact</li> </ul> <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• society,</li> <li>• achievements,</li> <li>• beliefs</li> <li>• housing and buildings</li> </ul>	<p><b>Continuity and change</b> Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• housing and buildings,</li> <li>• society,</li> <li>• education</li> <li>• entertainment</li> </ul> <p>Comparing continuities and changes between the Ancient Maya and Anglo-Saxon Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing and buildings,</li> <li>• society,</li> <li>• education</li> <li>• entertainment</li> <li>• beliefs</li> </ul>
<p><b>Cause and effect</b> Identifying that certain choices have a consequence to them –</p>	<p><b>Cause and effect</b> Identifying that certain events and individuals have had major consequences in history – George</p>	<p><b>Cause and effect</b> Identifying that certain events and individuals have had major consequences in history –</p>	<p><b>Cause and effect</b> Identifying what caused the shift in hunter-gathering to farming –</p>	<p><b>Cause and effect</b> Identifying the reasons for the invasion of Britain by the Romans</p>	<p><b>Cause and effect</b> Identifying the causes and effects of Anglo-Saxon and Viking</p>	<p><b>Cause and effect</b> Identifying why Victorian inventors created so many</p>



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<p>building a castle/wearing armour will make you safer etc.</p>	<p>Stephenson's developments led to national railways etc.</p> <p>Identify events which led to the Great Fire of London</p> <p>Identifying that changes in toys can be linked to fashion.</p>	<p>Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc.</p> <p>Identify what led to some of our greatest battles and what the aftermath meant for our country.</p>	<p>communicating the reasons for it and the impact on life</p> <p>Identifying the effects of industrialisation of Teesside – explaining the local and national impacts</p>	<p>and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>	<p>inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world</p> <p>Identifying why the environmental impact of the Mayans is still seen today</p> <p>Identifying what caused the collapse of the Mayan Civilisation.</p>
<p><b>Significance and interpretation</b>          Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p><b>Significance and interpretation</b>          Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Identifying what was significant in making the Great Fire of London spread</p> <p>Identifying ways in which electronic toys have changed-why has this happened?</p>	<p><b>Significance and interpretation</b>          Identifying why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact on the rest of the world etc. Why was the Battle of Britain significant in WW2?</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p><b>Significance and interpretation</b>          Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p><b>Significance and interpretation</b>          Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Identify why the discovery of the Pyramids was so crucial to our understanding of the Egyptian civilisation</p> <p>Identify why the Rosetta stone was so crucial for the translation of hieroglyphics</p>	<p><b>Significance and interpretation</b>          Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'</p>	<p><b>Significance and interpretation</b>          Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting the achievements of the Victorians in the context of then and now</p> <p>Identifying the significance of Mayan achievements and if they have any impact on the civilisations that followed.</p>
<p><b>Carrying out a historical enquiry</b></p>	<p><b>Carrying out a historical enquiry</b>          How did George Stephenson help to change our area?</p>	<p><b>Carrying out a historical enquiry</b></p>	<p><b>Carrying out a historical enquiry</b></p>	<p><b>Carrying out a historical enquiry</b></p>	<p><b>Carrying out a historical enquiry</b></p>	<p><b>Carrying out a historical enquiry</b></p>



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<p>Starting to ask simple questions about people or events from within living memory</p>	<p>Guided enquiry using knowledge from topic</p>	<p>What was Captain Cook's biggest achievement?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Did Ironstone Mining improve our area?</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>How much did the Romans really impact Britain?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p> <p>What was life like living along the Nile?</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions and using a range of evidence to justify</p>	<p>Independently identifying important achievements from the Victorians – Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned</p>
<p><b>Using sources as evidence</b> Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p><b>Using sources as evidence</b> Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson's suitcase, a loan box of historical toys</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>Understand that we can find out about the Great Fire of London from various sources</p>	<p><b>Using sources as evidence</b> Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p><b>Using sources as evidence</b> Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p><b>Using sources as evidence</b> Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Using hieroglyphics as a source. What do we know about when it was written? What do we know about who has written it?</p>	<p><b>Using sources as evidence</b> Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p><b>Using sources as evidence</b> Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
<p><b>Vocabulary and communication</b> Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'past' 'before' 'now' 'then'</p>	<p><b>Vocabulary and communication</b> Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the</p>	<p><b>Vocabulary and communication</b> Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p>	<p><b>Vocabulary and communication</b> Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p>	<p><b>Vocabulary and communication</b> Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p>	<p><b>Vocabulary and communication</b> Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p>	<p><b>Vocabulary and communication</b> Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p>



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	past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	'Long ago' 'before I was born' 'changes to now' 'stayed the same'  Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	'the duration of...' 'continuing on from...'  Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	'the duration of...' 'the narrative of history'  Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'
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