

St John's Catholic Primary School  
History Long Term Planning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Autumn Term</u></b> <b><u>British History</u></b>	<p><b><u>Toys</u></b> Children will be introduced to the concepts of 'old' and 'new', and encouraged to think about the similarities and differences between toy in the two eras</p> <p><b><u>NC aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Phrases relating to the passing of time, beginning to develop their understanding of chronology</li> <li>• Similarities and differences between ways of life in different time-periods.</li> </ul>	<p><b><u>The History of Nursing</u></b> Children will look at nursing today before travelling back to look at the achievements and lives of 3 specific nurses – Edith Cavell, Mary Seacole and Florence Nightingale. Children will compare the nurses and understand their significance and legacy.</p> <p><b><u>NC aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul>	<p><b><u>The Stone Age, Bronze Age and Iron Age</u></b> Looking at how life evolved from the stone age through to the iron age. Looking at trade, food/farming, homes, tools, clothing and culture</p> <p><b><u>NC aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• The history of the period as a coherent, chronological narrative from the earliest times to present day</li> <li>• Historical concepts such as continuity and change, cause and consequence and similarity, difference</li> <li>• The methods of historical enquiry</li> </ul>	<p><b><u>What happened when the Romans came?</u></b> Explore how modern Britain has been influenced by The Roman Empire, asking historically-accurate questions</p> <p><b><u>NC aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• How the Roman empire impacted Britain</li> <li>• The expansion and dissolution of empires</li> <li>• Britain's past and how that relates to the wider world</li> </ul>	<p><b><u>What impact did the Anglo-Saxons have?</u></b> Children will focus on the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire and The Scots invasions from Ireland to north Britain (now Scotland). They will also explore the Anglo-Saxons invasions, settlements and kingdoms.</p> <p><b><u>NC Aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>• The history of Britain as a coherent and chronological narrative</li> <li>• How Britain has influenced and been influenced by the wider world</li> <li>• Historical concepts such as similarity, difference and significance and used them to make connections, draw contrasts.</li> </ul>	<p><b><u>How did World War 2 impact our local area?</u></b> Explore the effects of WW2 on children today and interpret the effects of the government, rules and propaganda throughout the war.</p> <p><b><u>NC Aims:</u></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Ask perceptive questions, think critically and weigh evidence</li> <li>• Study the local area and how it has been affected over time</li> <li>• Extend chronological knowledge beyond 1066</li> </ul>

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<b><u>Spring Term</u></b> <b><u>Local History</u></b>	<b><u>The History of Shopping</u></b>  Children will look at how shopping has changed from the past to present day, focussing on currency and card payments, small businesses, supermarkets and online shopping.	<b><u>The History of our local Football Clubs</u></b>  Children will explore the local rivalry between our two football clubs, LFC & EFC looking at Merseyside Derbys and the achievements of each club. Children will then focus on how football in the past has made changes to present day such as the layout/rule within football stadiums and the impact of Hillsborough.	<b><u>The Beatles</u></b>  Exploring the chronology of music before and since The Beatles and how they influenced that. Looking at their achievements and global recognition.	<b><u>John Alexander Brodie</u></b>  Exploring the introduction of concrete slabs as isolation in homes and the introduction of football nets into the FA. Focussing on the engineering of the Mersey Tunnel and the link to the King.	<b><u>Dr William Henry Duncan</u></b>  Exploring Dr Duncan's link between poor sanitary conditions and illness and researching the introduction of the first public health service in Liverpool, linking to today's NHS.	<b><u>Jobs our grandparents had.</u></b>  Looking at archives/census to explore job roles during WW1/WW2 around 1910 – 1940 and comparing them to jobs now. Looking at the sinking of Lusitania in 1915

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<div>Summer Term</div> <div>World History</div>	<p><b><u>How did the Great fire of London change our homes?</u></b> Children start to develop their sense of chronology focussing on how and why the Fire happened and how it changed the building of homes.</p> <p><b><u>NC Aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> </ul>	<p><b><u>Who are our local heroes?</u></b> After looking at significant nurses in the past, children will focus on the life of Kitty Wilkinson – her life, her voyage to Liverpool and her legacy.</p> <p><b><u>NC Aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should also be used to compare aspects of life in different periods.</li> </ul>	<p><b><u>How much did the Egyptians achieve?</u></b> After exploring the similarities, differences and achievements of the 4 Ancient Civilisations, a focus on Ancient Egypt, their life, culture, society and achievements.</p> <p><b><u>NC Aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>The significant aspects of the history of the wider world: the nature of Ancient civilisations; the expansion and dissolution of empires; features of past Non-European societies; achievements and follies of mankind</li> <li>The achievements of the earliest civilisations</li> <li>How Britain has influenced and been influenced by the wider world.</li> </ul>	<p><b><u>Why should we remember the Maya?</u></b> Who were the Mayans and where did they come from? Look at the monarchy, homes, food and culture and how they differ from today.</p> <p><b><u>NC Aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>A Non-European country that provides contrasts with British History</li> <li>Britain's past and the wider world</li> <li>Characteristics and features of past Non-European countries</li> </ul>	<p><b><u>Why should we thank the Ancient Greeks?</u></b> Compare Ancient Greece to modern cities looking particularly at Athens and Sparta. Explore the Battle of Marathon, Greek Gods and Heroes and the Olympic Games</p> <p><b><u>NC aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>Significant aspects of the history of the wider world and the nature of ancient civilisations</li> <li>the achievements of Ancient Greek life and their influence on the western world</li> <li>the legacy of Greek culture (art, architecture and literature) and its impacts on later periods of British History</li> <li>how evidence is used rigorously to make historical claims</li> </ul>	<p><b><u>Would the Vikings do anything for money?</u></b> Explore the Anglo-Saxons and the Viking's struggle for the Kingdom of England to the time of Edward the Confessor. Looking at the effects of the raids, resistance, laws and Justice.</p> <p><b><u>NC aims:</u></b> Pupils will be taught about:</p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the kingdom of England</li> <li>To be curious to know more about the past</li> </ul> <p><small>(British history in summer terms as WW2 topic leads into Local history)</small></p>