

St Peter's Catholic Primary School

History Long Term Plan

Year group	Unit	Unit overview and progression through units	National Curriculum content	Key Knowledge	Prior knowledge & skills to be recapped	Key Vocabulary (Tier 3)
Structure	Title of unit	A short paragraph summarising the unit. In this unit pupils will	Copied from National Curriculum	(From 'What you know document)	From what you know document – state year group	Should match unit markers
Year 1	Changes within living memory	Explore how aspects of human life have changed over 60 years: music, travel, technology, communication, etc.	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	To order old and new in chronological order. Describe how music has changed in the last 60 years. Describe how toys have changed in the last 60 years. Describe how food has changed in the last 60 years. Describe how transport has changed in the last 60 years. Describe how communication has changed in the last 60 years.	<i>Understand the concept of change and growth from EYFS.</i>	Timeline Chronological order Change Living memory Long ago Artefact Inventions
Year 1	Explorers and Adventurers	Learn what an explorer and adventurer's role is. Learn about some famous explorers, adventurers and expeditions.	Hi1/1.2 events beyond living memory that are significant nationally or globally	To explain what an explorer is. To learn about Amelia Earhart. To learn about Neil Armstrong. To learn about Sir Ernest Shackleton. To learn about Sir Ranulph Feinnes.	<i>Understanding of what a journey is from EYFS.</i> <i>Y1 Autumn – understanding of items people use in daily life.</i>	Photograph Decade Explorer Adventurer Astronaut Important Historian

				<p>Talk about Marco polo. (Diversity in explorers).</p> <p>In each lesson compare new explorer to the one they have already learnt about.</p>		
Year 1	Local History: Bloxwich and Walsall.	Explore our local town's history through photographs, historical sources and discussion with local people.	Hi1/1.3 significant historical events, people and places in their own locality.	<p>Look at photographs of Bloxwich from different periods in history. (High street etc.)</p> <p>Learn about Sister Dora. (Walsall manor, worked in epidemics etc).</p> <p>Describe significant events in Bloxwich's history- War memorial.</p> <p>Learn about the history of my school. (building-movement, aerial photo, timeline, establishment etc).</p>	<p><i>Know which school they go to and which town they live in from EYFS.</i></p> <p><i>Know what a photograph is from EYFS.</i></p> <p><i>Brief understanding of significance from earlier in Y1.</i></p>	<p>Local History</p> <p>Year</p> <p>The older generation</p> <p>Homes</p> <p>Memories</p> <p>Modern</p>
Year 2	Bonfire Night and Remembrance	Learn about Guy Fawkes and his Gunpowder Plot. Understand why it was such a significant event at the time. Learn why Remembrance is so important and what we remember during this time.	Hi1/1.2 events beyond living memory that are significant nationally or globally	<p>Explain why Guy Fawkes wanted to blow up the Houses of Parliament.</p> <p>Explain who Guy Fawkes was and why he was important in the conspiracy.</p> <p>Explain celebrations for Guy Fawkes day.</p> <p>To ask questions about Remembrance Day and commemorate those who died in the war.</p> <p>To talk about how Remembrance Day is celebrated in the UK and around the world. War memorial Walsall and Bloxwich (visit LOtC, poppy wreath).</p>	<p><i>Y1 Autumn - Describe how communication has changed in the last 60 years.</i></p> <p><i>Knowledge of celebration from EYFS.</i></p>	<p>Significant</p> <p>Chronological order</p> <p>Parliament</p> <p>Guy Fawkes</p> <p>Traitor</p> <p>Memorial</p> <p>Treason</p> <p>Gunpowder Plot</p> <p>Era/period</p>

Year 2	Queens	Compare the lives and reigns of Queens Elizabeth I and Queen Victoria. Learn what it means to be a monarch and how lines of succession work.	<p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods</p>	<p>Describe what a Monarch's role is. (heir, line of succession- act out in class to show).</p> <p>Learn about Queen Elizabeth I.</p> <p>Learn about Queen Victoria.</p> <p>Compare differences between the two queens.</p>	<p><i>Understanding of change and significant people from Y1 Autumn and Spring.</i></p>	<p>Monarch Tudors Queen Elizabeth I Queen Victoria Reign Legacy Difference/Compare Empire Century Heir</p>
Year 2	Great Fire of London	Explore the events of the days surrounding the GfOL. Look at causes and consequences of the event and discuss how changes were made in the aftermath.	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p>	<p>Describe what life was like in the 17th Century.</p> <p>Explain cause of the fire.</p> <p>Create a timeline of the fire from start to finish.</p> <p>To use artefacts to discuss the cause and consequences of the fire.(tech to put fire out etc. bucket not enough).</p> <p>How was the fire extinguished?</p> <p>Discuss what changed in Britain as a result of the fire.</p>	<p><i>Understanding of change from Y1 Autumn.</i></p> <p><i>Understand the structure of a simple timeline from Y1 Autumn.</i></p>	<p>Chronological order The Great Fire of London Significant Diary Samuel Pepys Newspaper Cause Consequence Impact St Paul's Cathedral</p>
Year 3	Prehistoric Britain	Explore and research life in prehistoric Britain from the Stone Age to the Iron Age. Learn how these people were hunter-gatherers and how they survived. Analyse sources of real-life examples of artefacts and monuments from this period.	<p>Hi2/1.1 Pre-Roman Britain</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p>Unit marker-Autumn and Spring</p>	<p>Explain how we know about Prehistoric Britain.</p> <p>Describe which animals lived in Prehistoric Britain.</p> <p>Talk about the different periods in the Stone Age.</p> <p>Analyse the similarities and differences between the Stone Age periods.</p> <p>Explain how artefacts can help us learn about how people lived in different periods.</p>	<p><i>Timeline knowledge from Year 1.</i></p> <p><i>Understanding of change from Y1 Autumn and Y2 Spring/Summer.</i></p> <p><i>Understanding of what significant means from Y1 and 2.</i></p> <p><i>Awareness of what artefacts are from Y1 and 2.</i></p>	<p>Prehistoric Period / Age Nomad Similarity & difference Artefact Neolithic Settlement Monument Hunter-gatherer</p>

				<p>Understand what life was like in a Neolithic settlement.</p> <p>Explain how farming changed how humans lived. Understand how the Bronze Age changed how humans lived. Understand who the Celts were and why they used iron. Describe how monuments can tell us about the Prehistoric period.</p>	<p><i>Use knowledge of what an explorer is from Y1 to understand how people use discovery to find our information.</i></p>	
Year 3	Ancient Civilisations & Egypt	Learn about some of the world's oldest civilisations and complete a deep exploration into the Ancient Egyptian civilisation.	<p>Hi2/2.3 Ancient Civilizations</p> <p>Pupils should be taught about 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 Egypt.</p>	<p>Explain who ruled Ancient Egypt focusing on Tutankhamun. Ancient Egyptian society. Discuss why the River Nile was essential for travel and trade. To know why the building of the pyramids was so significant and why. Describe the beliefs of the Ancient Egyptians. To know and discuss ancient civilisations. (Ancient Sumer, Indus valley, ancient Egypt and shang-dynasty). Workshop.</p>	<p><i>Timeline knowledge from Year 1.</i></p> <p><i>Knowledge of society from Y1 Local history unit.</i></p> <p><i>Knowledge of a ruler from Y2 Queens unit.</i></p> <p><i>Understanding of what significant means from Y1 and 2.</i></p> <p><i>Awareness of what artefacts are from Y1 and 2.</i></p> <p><i>Use knowledge of what an explorer is from Y1 to understand how people use discovery to find our information.</i></p>	<p>Society Civilisation Ancient Legacy Belief Artefact Pharaoh Discovery Kingdom Trade</p>
Year 4	Ancient Greece	Discover how the Ancient Greeks lived, worked and worshiped. Look at Greek gods, types of leadership	<p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and</p>	To know how was Ancient Greece organised and why do we know so much about this period.	<i>Timeline knowledge from Year 1.</i>	<p>Empire City-state Archaeologist Democracy</p>

		<p>and the conflict between Athens and Sparta. Explore the influence the Ancient Greeks had on the western world.</p>	<p>achievements and their influence on the western world</p>	<p>To know what was Athenian democracy. Understand daily life in Ancient Greece. Explore beliefs and know who the philosophers were. (influence on western world). To know who won the Peloponnesian wars. (Sparta, Athens, co-physical and interactive, put into context to break down). To know why Alexander so Great. To know what the great achievements of Ancient Greeks and what was their influence on the western world.</p>	<p><i>Y3 Autumn - Explain how artefacts can help us learn about how people lived in different periods.</i></p> <p><i>Y3 Summer - Explain who ruled Ancient Egypt and use this to understand leadership in Ancient Greece.</i></p> <p><i>Ancient Egyptian society. Describe how the Ancient Egyptians travelled and traded. Apply this to Greece.</i></p> <p><i>Describe the beliefs of the Ancient Egyptians. Apply this to Greece.</i></p> <p><i>Discuss how we are still learning about the Ancient Egyptians today. Apply this to Greece.</i></p>	<p>Kingdom Artefact Legacy/achievement Philosopher Conflict Belief Influence</p>
Year 4	Roman Britain	<p>Discover how and why the Ancient Romans conquered Britain by learning about their Emperors and desire for power. Explore how the Celtic people of Britain and the Romans lived, worked and worshiped. Look at Roman gods and the revolt of Boudicca. Learn about how Boudicca's revolt brought her to the West Midlands for her final battle.</p>	<p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p>	<p>Explain facts about the Roman invasion of Britain. Describe the different Roman beliefs and compare how them to Ancient Greece. To write about Julius Caesar. Understand why Boudicca led a revolt. (where her last battle was- watling street). Explain how the Romans changed Britain and why they left.</p>	<p><i>Timeline knowledge from Year 1.</i></p> <p><i>Y3 Autumn - Explain how artefacts can help us learn about how people lived in different periods. Understand what life was like in a Neolithic settlement. Explain how farming changed how humans lived. Understand who the Celts were.</i></p> <p><i>Y4 Autumn - Learn facts about the Ancient Greeks.</i></p>	<p>Empire Accomplishment Dictator Historian Period Artefact Conquer Invasion Revolt Belief Influence</p>

					<p><i>Understand daily life in Ancient Greece. Apply this to Romans.</i></p> <p><i>Explore Greek Gods and Goddesses. Apply this to Romans.</i></p> <p><i>Understand Ancient Greek influence on the western world. Apply this to Romans.</i></p>	
Year 4	Anglo-Saxons, Scots and Vikings	<p>Learn about the Vikings and their raids as well as understand what life was like in Viking Britain.</p> <p>Understand the meaning of Danelaw and how England became a unified country.</p> <p>Discover the conquering of Britain from 950AD in the lead up to 1066.</p>	<p>Hi2/1.4 Anglo-Saxons & Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Scots and Anglo-Saxon invasions, settlements & kingdoms. (parent's morning).</p> <p>To know why did the Vikings settle in Britain.</p> <p>Viking raids and invasions.</p> <p>To explore Danelaw and Alfred the Great.</p> <p>Anglo-Saxon laws and justice.</p> <p>Unification, Edward the Confessor and his death in 1066.</p>	<p><i>Timeline knowledge from Year 1.</i></p> <p><i>Y2 Spring - Describe what a Monarch's role is.</i></p> <p><i>Y3 Autumn - Explain how artefacts can help us learn about how people lived in different periods.</i></p> <p><i>Explain how farming changed how humans lived.</i></p> <p><i>Understand who the Celts were and why they used iron.</i></p> <p><i>Y3 Summer - Describe the beliefs of the Ancient Egyptians.</i></p> <p><i>Understanding of society and hierarchy.</i></p> <p><i>Y4 Autumn - Learn facts about the Ancient Greeks.</i></p> <p><i>Understand daily life in Ancient Greece.</i></p> <p><i>Y4 Spring - Explain facts about the Roman invasion of Britain. Apply to Anglo-Saxons.</i></p>	<p>Empire</p> <p>Raid</p> <p>Settlement</p> <p>Migration</p> <p>Unified</p> <p>Artefact</p> <p>Conquer</p> <p>Invasion</p> <p>Battle</p> <p>Kingdom</p> <p>Significant</p>

					<p>Describe the different Roman beliefs. Apply to Anglo-Saxons.</p> <p>Write about Julius Caesar.</p> <p>Understand why Boudicca led a revolt. Apply to Anglo-Saxons.</p> <p>Explain how the Romans changed Britain. Apply to Anglo-Saxons.</p> <p>Compare how Roman beliefs were similar to Ancient Greek. Apply to Anglo-Saxons.</p>	
Year 5	Medieval monarchs	<p>Discuss who they rightful heir to the British throne was in 1066 and how significant the Battle of Hastings and William the Conqueror were. Explore the life and reign of King Henry VIII, including his six wives. Compare the differences between rich and poor Tudor society (local history study through a visit to Oak House, West Bromwich). Analyse the life of Queen Elizabeth I.</p>	<p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Decide who the rightful heir was to the throne in 1066. Who was responsible for the death of Thomas Becket.</p> <p>Who was the worst king Richard 1 or John.</p> <p>In what ways was Edward the first a great and terrible King.</p> <p>To explore and discuss Henry VIII and the changes he made to religion in Britain.</p> <p>To explore and discuss Elizabeth 1.</p>	<p><i>Understanding of what significant means from Y1 and 2.</i></p> <p><i>Timeline knowledge from Year 1.</i></p> <p><i>Y2 Spring - Describe what a Monarch's role is.</i></p> <p><i>Y3 Autumn - Explain how artefacts can help us learn about how people lived in different periods.</i></p> <p><i>Y4 Spring – knowledge of the Roman invasion of Britain.</i></p> <p><i>Write about Julius Caesar. Understand why Boudicca led a revolt.</i></p> <p><i>Explain how the Romans changed Britain.</i></p> <p><i>Explain why the Romans left Britain.</i></p>	<p>Empire</p> <p>Monarchy</p> <p>Reign</p> <p>Source</p> <p>Invasion</p> <p>Conquer</p> <p>Conquest</p> <p>Battle</p> <p>Chronology</p> <p>Legacy</p>

					<p><i>Y4 Summer - Scots and Anglo-Saxon invasions. Settlements & kingdoms. Viking raids and invasions. Alfred the Great. Anglo-Saxon laws and justice. Anglo-Saxon society.</i></p>	
Year 5	Ancient Maya	<p>Learn key information about Ancient Maya, including its people, lifestyle and how and why the civilisation came to an end. Compare how Ancient Maya was similar and different to Anglo-Saxon Britain. Research key achievements in the Maya and how this is still explored today.</p>	<p>Hi2/2.5 Non-European Study</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: Mayan civilization c. AD 900</p>	<p>Explain who were the Maya civilisation and explore when and where they lived. To understand daily life in Maya civilisation. To discuss beliefs in Maya civilisation. To understand key achievements of Maya. Understand why this was such a key civilisation and compare it to Ancient Rome. To know how Maya ended.</p>	<p><i>Knowledge of Ancient Civilisations from Y3 Summer.</i></p> <p><i>Timeline knowledge from Year 1.</i></p> <p><i>Be able to compare using skills form Y1-4.</i></p> <p><i>Understanding of what significant means from Y1 and 2.</i></p> <p><i>Anglo-Saxons society and hierarchy knowledge from Y4 summer to be able to compare with Mayans.</i></p>	<p>Empire Civilisation Archaeologist Source Ancient Artefact Enquiry Nobleman Conquest Belief Significant</p>
Year 5	WW1 and local history	<p>Look at causes of WW1. Timeline of key events. Changes in Britain and women's role.</p>	<p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p>	<p>To explore the causes of WW1. To make a timeline of key events. To understand WW1 and life of the soldiers. To understand changes in Britain and to women's role in WW1. To know how WW1 changed and improved medicine. To explore the significance of the 'Christmas Truce'. - play video ad, letter.</p>	<p><i>Understanding of what significant means from Y1 and 2.</i></p> <p><i>Timeline knowledge from Year 1.</i></p> <p><i>Y2 Spring - Describe what a Monarch's role is.</i></p> <p><i>Y3 Autumn - Explain how artefacts can help us learn about how people lived in different periods.</i></p>	<p>Source Chronology Significant Evacuation</p>

				To explain the most significant events of WW1. Non-chron report.	<i>Y4 Summer - Explain who was Julius Caesar. Impact of Roman Britain on development of Britain.</i>	
Year 6	Crime & Punishment	Explore how crime was committed and punished through history from Roman Britain to modern day.	Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How crime was punished: in in Roman Britain, Anglo-Saxon Britain, medieval Britain, in Victorian Britain, during World War Two and today. To understand how crime and punishment fits onto a timeline.	<i>Timeline knowledge from Year 1.</i> <i>Y2 Autumn – use knowledge of Guy Fawkes and punishment.</i> <i>Y4 Spring - Explain how the Romans changed Britain.</i> <i>Y4 Summer - Anglo-Saxon laws and justice.</i> <i>Y5 Spring - Compare the lives of rich and poor citizens of Tudor England.</i>	Century Change Medieval Source Justice Significance Link Cause Consequence Chronology Legacy
Year 6	The Victorians & The Industrial Revolution	Look at key changes and life in Britain during the Victorian period including who the monarch was and how life for rich and poor citizens was different. Focus on changes that happened through this period, particularly within the Industrial Revolution.	Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Understand Queen Victoria and her influence as a monarch. To know what the Victorians were famous for. To know what the industrial revolution was and its impact. Victorian social classes. Compare clothes and food in Victorian era to modern day. Overview of the Victorian era: food, schooling, fashion and celebrations.	<i>Timeline knowledge from Year 1.</i> <i>Understanding of what significant means from Y1-5.</i> <i>Y2 Spring - Describe what a Monarch's role is. Learn about Queen Victoria.</i> <i>Knowledge of comparison from Years 1-5.</i> <i>Use knowledge of influence from Year 4.</i>	Period/Age Empire Monarch Source Significance Industry Cause Consequence Society class Difference Change Interpretation
Year 6	World War Two	Discover who the key countries and leaders were during WW2. Learn about how British people stayed	Hi2/2.2 Extended chronological study	To discuss why the war began. Introduction lesson (link to WW1)	<i>Timeline knowledge from Year 1.</i>	Period/Age Dictator Prime Minister Source

		<p>safe during the Battle of Britain and the Blitz. Research Anne Frank and the Holocaust and understand how the war came to an end and how this was celebrated.</p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>announcement of war- Neville Chamberlain. To understand how Hitler rose to power. To explore evacuation in Walsall. Write a diary entry as an evacuee or letter mother. Lion WW video. Understand the Battle of Britain and the Blitz and how people stayed safe during this era. Link to local area-how did they keep safe-shelters, blackouts etc. air raid siren. Walsall. Discover how the war ended and how this was celebrated. (D-day landings and VE day celebrations).</p>	<p><i>Understanding of what significant means from Y1-5.</i></p> <p><i>Y5 Autumn - Understand the events of the Battle of Hastings.</i></p> <p><i>Y5 Spring - Explain events at the</i></p> <p><i>Knowledge of change and influence from years 1-5.</i></p>	<p>Significance Cause Consequence Compare Battle Decade Invasion Surrender</p>
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