



Friars Primary School and Nursery History Long Term Planning – 2023-24

History

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|----------|----------|----------|----------|----------|
| Nursery (EYFS: Understanding the World: People and Communities) | <p>History is developed as children learn about the passing of time, beginning with familiar routines, sequences of familiar events, and events in their own lives and how they have changed and grown. Through the embedding of familiar routines, sharing books and stories, role play, small world play and sharing experiences children begin to develop a sense of time. Throughout their time in nursery, children will be supported and encouraged to:</p> <ul style="list-style-type: none">• Has a sense of own immediate family and relations and pets• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird• Remembers and talks about significant events in their own experience | | | | | |



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| | Autumn 1 <i>Links to literacy:</i> Hello Friend: Starting school- Sharing memories and photos from home | Autumn 2 | Spring 1 <i>Links to literacy</i> Blue Penguin: <i>Explorers in the past</i> Christmas: Recounting family events | Spring 2 | Summer 1 | Summer 2 <i>Links to literacy</i> The Naughty bus: Ways of travelling now and then. Hyde Hall visit Recounting and sequencing events Transition to Yr1: Sharing learning journeys- how we have grown. |
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| | <i>Children develop a sense of time as they share experiences and recount events, often those spent with their families. Daily routines also promote a sense of time as children learn about the routine and flow of their day understanding what happens first, next, after, in the morning and the afternoon. Songs help children learn the days of the week, seasons, months of the year and seasons.</i> | | | | | |
| Reception (EYFS: Understanding the World: People and Worlds) | Remembers and talks about significant events in their own experience | | Talks about past and present events in their own life and in the lives of family members Understand that people there were people explored and found new places far away | | Talks about past and present events in their own life and in the lives of family members Understand that transport was different in the past | |



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|---|---|----------|----------|----------|--|----------|---|
| Year 1 POR = Power of Reading | My Family <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Linked home learning topic.</i> | | | | The Great Fire of London (Stand-alone mini topic) + Samuel Pepys <i>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]</i> <i>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]</i> <i>significant historical events, people and places in their own locality.</i> | | Southend on Sea – Changes to the seaside <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>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]</i> <i>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]</i> <i>significant historical events, people and</i> |



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| | | | | | | <i>places in their own locality.</i> |
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|---------------|---|--|---|---|--|---|
| Year 2 | <p>Comparing our lives with parents/carers</p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Making comparisons between toys and schools now and the past</i></p> | <p>Local Area – local study, Shoeburyness – past and present</p> <p><i>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, using a wide vocabulary of everyday historical terms</i></p> <p><i>Using artefact, local buildings and photographs of the local area to learn about the past</i></p> | <p>Amelia Earhart Thomas Ford</p> <p><i>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]</i></p> <p><i>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]</i></p> | <p>Florence Nightingale George Stephenson The Titanic</p> <p><i>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]</i></p> <p>Changes in Transport</p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> | <p>Ernest Shackleton Robert Falcon Scott</p> <p><i>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]</i></p> | <p>James Cook</p> <p><i>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]</i></p> |
| | <p>Continuous throughout the year</p> <p><i>Develop an awareness of the past using common words and phrases related to the passing of time</i></p> | | | | | |



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|---|---|--|-----------------|-----------------|---|-----------------|
| Year 3 | <p>Exploring the stone age</p> <p><i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i></p> | <p>Exploring the Bronze Age</p> <p><i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i></p> | | | <p>Romans</p> <p>Colchester Castle visit.</p> <p><i>Learn about the Roman Empire and its impact on Britain i.e. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p><i>Learn about Britain's settlement by Anglo-Saxons and Scots i.e Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p> | |
| <p>Continuous throughout the year</p> <p><i>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> | | | | | | |



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| | Autumn 1 | Autumn 2 | Spring 1 & 2 | | Summer 1 | Summer 2 |
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| Year 4 | <p>The Vikings, comparing past to modern day</p> <p><i>Re-create a Viking raid, Viking struggle for the kingdom of England at the time of Edward the Confessor, Resistance by Alfred the Great, Athleston, Edward the Confessors death 1066, Viking trade</i></p> | <p>Ancient Greek Hook Day</p> <p>Comparing Ancient Greek lifestyle to present day</p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day,</i></p> <p><i>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> | <p>WW2 Hook Day</p> <p>Lifestyle comparison past and present</p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p><i>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> | | | |
| Year 5 | Autumn 1 & 2 | | Spring 1 | Spring 2 | Summer 1 & 2 | |
| | <p>Research Ancient Egyptian life</p> <p><i>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a</i></p> | <p>Research Ancient Egyptian life</p> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire',</i></p> | | | <p>Research – The Tudors 1485-1603</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history,</i></p> | <p>Research Shakespearean life – 1564 - 1616</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history,</i></p> |



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| | <p><i>depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</i></p> | <p><i>'civilisation', 'parliament' and 'peasantry'.</i></p> <p><i>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.</i></p> <p><i>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</i></p> | | | <p><i>establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> | <p><i>establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> |
| <p>Continuous throughout the year</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> | | | | | | |



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| Year 6 | Autumn 1 & 2 | Spring 1 | Spring 2 | Summer 1 & 2 |
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| | <p>Victorian Study</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> | | <p>Mayan Study</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Learn 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 Sumer, The Indus Valley, Ancient Egypt,</i></p> | |



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| | | | <i>The Shang Dynasty of Ancient China</i> | |
| | | | <i>Learn about 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</i> | |
| | Continuous throughout the year | | | |
| | <i>Develop an awareness of the past using common words and phrases related to the passing of time</i> | | | |