St James’ CE Primary School History Long Term Plan Overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | **SUPER ME****HOOK: Family photos**What makes us special? Who makes up our family? Are all families the same?ELGs: Begin to make sense of their own life-story and family’s history. |  |  | **SPRING-PLANTS AND GROWTH****HOOK: growing plants**What is a life cycle?How do we grow?ELGs: Begin to make sense of their own life-story and family’s history.\*Mother’s Day |  | **SUMMER-GROWING AND CHANGING****HOOK: visit reception class**How do we change? Are we ready for Reception?ELGs: Begin to make sense of their own life-story and family’s history.\*Father’s Day |
| Reception | **AMAZING ME****HOOK: parents invited to class**How am I different?Talk about members of their immediate family and community.Name and describe people who are familiar to them.Comment on images of familiar situations in the past. | **BLACK HISTORY-GARRET MORGAN**(Inventor of the Traffic Light)**HOOK: take a walk to the main road**What did Garrett Morgan invent?Compare and contrast characters from stories, including figures from the past. |  |  |  | **SEASIDE CHANGES****HOOK: Somebody swallowed Stanley (book)****How has the seaside changed over time?**Compare and Contrast characters from stories, including figures from the past. |
| Year 1 | **CHANGES IN LIVING MEMORY****HOOK: making a peg doll****How have toys changed over time?**NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  | **FAMOUS AFRICANS****HOOK:****Around the World Day****How have famous Africans shaped the continent and influenced the rest of the world?**NC: the lives of significant individuals in the past who have contributed to national and international achievements. |  | **HISTORY OF TRANSPORT****HOOK: Car count-Wilmslow Road.****How has transport changed in Manchester?**NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |
| Year 2 |  | **SIGNIFICANT INDIVIDUALS****HOOK: Pirate Day****Which was the most****influential journey – to****space or to the Arctic?**NC: 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 |  | **SIGNIFICANT EVENTS BEYOND LIVING HISTORY****HOOK: Glitter experiment****What event affected London the most?**NC: events beyond living memory that are significant nationally or globally |  | **VICTORIAN SEASIDE****HOOK: Seaside day at school****What were seaside holiday like in Victorian times?**NC: significant historical events, people and places in their own locality |
| Year 3 | **STONE AGE TO IRON AGE****HOOK: Iron Age art****What changes occurred in Britain during the Stone Age?**NC: changes in Britain from the Stone Age to the Iron Age |  | **ANCIENT GREECE****HOOK: Greek Day****What was life like in Ancient Greece**?NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world |  | **VICTORIANS****HOOK: Quarrybank Mill****What was life like for children in Victorian Manchester**?NC: local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) |  |
| Year 4 | **ANCIENT EGYPT****HOOK: Manchester Museum Trip****What did the Ancient Egyptians achieve?**NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. |  | **PETERLOO MASSACRE****HOOK: Protest****Why should we remember Peterloo?**NC: local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |  | **ANCIENT ROME****HOOK: Roman Day****What impact did the Roman Empire have on Britain?**NC: the Roman Empire and its impact on Britain |  |
| Year 5 |  | **MAYANS****HOOK: Samba Drumming****What did the Mayans achieve?**NC: a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 |  | **ANGLO-SAXONS & VIKINGS****HOOK: Viking Day****How did the Anglo-Saxons and Vikings shape the United Kingdom?**NC: Britain’s settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  | **WORLD WAR TWO****HOOK: Stockport air shelter****What was life like for children in Manchester during World War Two?***NC:* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain |
| Year 6 | **EARLY ISLAMIC CIVILISATIONS****HOOK: Trip to Manchester library****Why was Baghdad important?**NC: 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. |  | **CRIME AND PUNISHMENT****HOOK: Trip to police museum****How has crime and punishment changed through the ages?**NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - 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 Changing Role of Women****HOOK: Peaceful protest****How have women’s roles changed throughout history?**NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |  |