



St Peter's CE Primary Academy  
History Long Term Plan



Term	Lens	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	Continuity and change/ cause and consequence	<b><i>Who Am I?</i></b>	<b><i>Who inspires me?</i></b>	<b><i>How did steam power impact transport?</i></b>	<b><i>What was life like in Stone Age Britain?</i></b>	<b><i>How did the Roman Invasion impact Britain?</i></b>	<b><i>Why did the Saxons come to Lincolnshire?</i></b>	<b><i>Who was the rightful heir in 1066?</i></b>
		<p><u>Core knowledge</u>            * Know how old I am.            * Know that I was a baby, then a toddler, then a child,            * Know that I will grow to be an adult.            * Talk about key events in my own life.            * Make timelines of my family.            * Make a timeline of key events in my life and put them in order.</p> <p><b>For outcomes using Development Matters see EYFS Long Term Plan.</b></p>	<p><u>Core knowledge</u>            * Place significant individuals on a timeline.            * Talk about the achievements of individuals to modern life (e.g. Neil Armstrong, Florence Nightingale, Mary Seacole).            * Know what characteristics they like in a person.            * Talk about people who have had an impact on their lives.</p>	<p><u>Core knowledge</u>            What is Steam Power?            What was Steam power used for?            How did Britain use Steam to power machines?            Who invented the Train?            What were trains used for?            How have trains changed over time?            Why were Railways significant to Britain?            How were Railways significant to the World?</p>	<p><u>Core knowledge</u>            * Place the Stone Age period on a timeline.            * Describe how people lived in the Stone Age.            * To know how we learn about the past through the study of archaeological artefacts.            * To know that Stone Age people used primitive tools and were hunter-gatherers.            * To know that changes in discovery of metals led to changes and the advancement of Bronze Age and Iron Age.</p>	<p><u>Core knowledge</u>            * Place the Roman Empire in Britain on a timeline.            * To know how the Roman Empire spread to Britain.            * To know that some people resisted Roman Life (e.g. Boudica)            * Talk about changes brought and left by Roman civilisation (roads, baths etc).</p>	<p><u>Core knowledge</u>            *To know why the Romans left Britain            *To know that this was not the same for everyone across the country.            *To know why the Scots invaded            *To know where the Saxons came from.            *To know why the Saxons settled in Lincolnshire            *To place the Saxon invasions on a timeline            *To know Saxon art and culture in Britain            *To know why the Saxons converted to Christianity            *To know how the Saxons impacted Britain today.</p>	<p><u>Core knowledge</u>            * Know that the crown of England was contested between 3 hopefuls.            * Understand why the crown was contested and the events leading up to this.            * Know how William defeated Harold at the Battle of Hastings.            * Use sources, such as the Bayeux Tapestry, and how they help us understand historical events now.</p>



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		<p><u>Key Vocabulary</u> <b>Child, toddler, teenager, adult, family, changes, key events, history, genealogy, timeline</b></p>	<p><u>Key Vocabulary</u> <b>Inspirational, significant, characteristic, impact, cause and consequence</b></p>	<p><u>Key Vocabulary</u> <b>Train, Richard Trevithick, George Stephenson, Robert Stephenson, Planet, Rocket, Locomotive, Railway, Industry</b></p>	<p><u>Key Vocabulary</u> <b>Stone Age, hunter-gatherer, nomad, settlement, flint, archaeology</b></p>	<p><u>Key Vocabulary</u> <b>Invasion, Emperor, empire, legion, conquer, rebellion, settlement</b></p>	<p><u>Key Vocabulary</u> <b>Saxons, Scots, Celts, invasion, migration, Wessex, Mercia, Northumbria, monarch, Thane, Ceorl, Slave, Pagan, Monastery, Runes, Chronicle</b></p>	<p><u>Key Vocabulary</u> <b>Conquest, succession, alliance, betrayal, cavalry, feudal system, tactic, vassal, motte and bailey, Domesday Book</b></p>
		<p><u>Why this, why now?</u></p> <p>As children enter early years they will gain a simple understanding of history and how this relates to them and their family, allowing them to place themselves on simple timelines.</p>	<p><u>Why this, why now?</u></p> <p>Looking beyond themselves and their own families, children begin to learn about famous people and their impact on the world. Children begin to think about who inspires them.</p>	<p><u>Why this, why now?</u></p> <p>Children will look at how transport has evolved and the impact this has had on local industry, tourism and land use – this will enable them to access further learning in geography and history through the school.</p>	<p><u>Why this, why now?</u></p> <p>Children will begin to learn about life in Britain in the past looking at early settlements. They will start to build a timeline of life in Britain from where they build on in further years.</p>	<p><u>Why this, why now?</u></p> <p>Children will investigate the lasting impact of Roman civilisation on Britain. They will begin to build an understanding of British history.</p>	<p><u>Why this, why now?</u></p> <p>Children will learn about how England was formed and how life, government, language and beliefs changed after the Romans left Britain.</p>	<p><u>Why this, why now?</u></p> <p>Children will learn about the events of 1066 and how these were a turning point in British history. They will further explore how England's government, society, language and monarchy was transformed.</p>



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Spring Term 3	Significant people or events and interpretation of history	<b>What made Amy Johnson famous?</b>	<b>What made Queen Elizabeth II so successful?</b>	<b>How have historical figures inspired us to stand up for our rights?</b>	<b>How did the Ancient Egyptians' beliefs impact their way of life?</b>	<b>What was the legacy of Ancient Greece?</b>	<b>How did the dark ages of Britain compare with the Golden Age of Islam?</b>	<b>Where did Grimsby get its name?</b>
		<p><u>Core knowledge</u> * Know that Amy Johnson is from Hull. * Know she was a female aviator. * Know that she was the first female to fly solo from London to Australia. * Place UK and Australia on a map.</p> <p><b>For outcomes using Development Matters see EYFS Long Term Plan.</b></p>	<p><u>Core knowledge</u> * Know that Queen Elizabeth II ruled for 70 years. * Queen Elizabeth II is the longest serving monarch. * Know that Queen Elizabeth II rules over the Commonwealth. * Knows that Queen Elizabeth had 4 children. * Put Queen Elizabeth II on a timeline and add key events.</p>	<p><u>Core knowledge</u> *To know who Rosa Parks was *To know why she was famous *To know who Dr Martin Luther King. *To know why he was famous *To know who Mary Seacole was *To know why she was famous *To know who Ruby Bridges was *To know why she was famous *To know why they fought for the causes they fought for *To know how the fight for equality impacts us now.</p>	<p><u>Core knowledge</u> * Know that the Ancient Egyptians believed in the afterlife. * Know that Pharaohs were mummified. * Describe the method of mummification. * Know that the Ancient Egyptians worshipped many Gods. * Describe how the feather of truth was used.</p>	<p><u>Core knowledge</u> *Know what Legacy means *To know the 4 periods of the Greeks *To know the key Greek city states *To know how Democracy spread in certain city states *To know how the Olympics started *To know the purpose of the Olympics *To know how Ancient Greek Philosophy impacted religion and the world *To know the legacy of Ancient Greece in today's world.</p>	<p><u>Core knowledge</u> * Compile a timeline of events from the Early Islamic Civilisation. * Know that the EIC was more than one country. * Describe advancements in maths, science, surgery, philosophy etc. * Understand that rulers in the EIC prized intelligence and study. * Know why Baghdad was important to the EIC.</p>	<p><u>Core knowledge</u> * To describe Viking and Anglo-Saxon struggles and how this impacted England. * To know that Vikings settled along the east coast in an area called Danelaw. *To know Grimsby was a Viking Settlement To know why Grimsby was important to the Vikings * To understand about the roles of Alfred the Great and his grandson Athelstan – the first King of England.</p>



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		<p><u>Key Vocabulary</u></p> <p><b>Aviation, Pilot, Airplane, Navigate</b></p>	<p><u>Key Vocabulary</u></p> <p><b>Commonwealth, Reign, coronation, jubilee, line of succession</b></p>	<p><u>Key Vocabulary</u></p> <p><b>Equality, Rights, Activist, segregation, freedom, racism</b></p>	<p><u>Key Vocabulary</u></p> <p><b>Mummification, Pharaoh, Afterlife, ritual, worship, Gods and Goddesses, Pyramids, tomb, archaeologist</b></p>	<p><u>Key Vocabulary</u></p> <p><b>Civilisation, City-State, Sparta, Democracy, assembly, citizen, Olympics, Acropolis, Parthenon, Philosopher, Empire</b></p>	<p><u>Key Vocabulary</u></p> <p><b>Muslim, Caliphate, Expansion, Silk Road, Baghdad, House of Wisdom, Scholar, Culture, Astronomy, Legacy</b></p>	<p><u>Key Vocabulary</u></p> <p><b>Grimm, Daneslaw, settlement, Viking, Norse, Scandinavia, Athelstan, warrior</b></p>
		<p><u>Why this, why now?</u></p> <p>Children begin to learn about significant individuals and their significance. As they look at modes of transport they will learn about individuals from our local area who had a significant impact. They will be able to place them on a timeline.</p>	<p><u>Why this, why now?</u></p> <p>Furthering knowledge from EYFS children will focus on Queen Elizabeth II reign, including the reach of the Commonwealth.</p>	<p><u>Why this, why now?</u></p> <p>Children will begin to learn about how historical figures have challenged equality and impacted on life today.</p>	<p><u>Why this, why now?</u></p> <p>Children will learn about an Ancient civilisation which is different to life today. They will explore ancient beliefs and practices.</p>	<p><u>Why this, why now?</u></p> <p>Children will learn about Ancient Greece to help them develop their thinking skills and develop an understanding about many of the foundations of the modern world.</p>	<p><u>Why this, why now?</u></p> <p>Children will develop their understanding of world history and the part of the EIC. They will recognise the contributions made to modern society.</p>	<p><u>Why this, why now?</u></p> <p>In this unit children will learn about the settlement of their own town and the impact of the Vikings legacy on the area around them, building on learning from Year 4.</p>



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Summer Term 5	What is significant about our area (including the UK)? Local history and UK context.	<b>What makes a good King or Queen?</b>	<b>How have homes changed over time?</b>	<b>What changes did the Great Fire of London bring to the UK?</b>	<b>How has Cleethorpes developed over the years?</b>	<b>How did the fishing industry shape Grimsby?</b>	<b>How did the founding of the Church of England impact lives?</b>	<b>Was World War II worth the sacrifice?</b>
		<p><u>Core knowledge</u>            * To know that Kings and Queens rule some countries.            * To know that the King of England is King Charles III.            * Can discuss some aspects of a King's job.            * Know that a King or Queen lives in a palace.            * Knows that King Charles III lives in Buckingham palace.            * Talk about things which would make a good Queen or King.</p> <p><b>For outcomes using Development Matters see EYFS Long Term Plan.</b></p>	<p><u>Core knowledge</u>            * To compare homes now and in the past.            * To names differences between modern homes and homes in the past.            * To know that homes changed as the availability of gas and electricity became more widespread.            * Discuss differences in homes today and in the past.            * Know how estates were built after World War II.</p>	<p><u>Core knowledge</u>            * To compare and past and present London            * To explain how people live now is different to how people lived in 1666.            * To order the events of the Great Fire of London.            * To explain how we know about the Great Fire of London            * To explain how London changed after the Great Fire            * To describe London before, during and after the Great Fire</p>	<p><u>Core knowledge</u>            * Compare pictures of Cleethorpes now and in the past.            * Know that Cleethorpes has been a tourist destination since the 1820's.            * Know that the growth of tourism in Cleethorpes grew with the arrival of the railway in 1863.            * Compare the activities of tourists in the late 1800's and today.</p>	<p><u>Core knowledge</u>            *To Know that Grimsby was a Viking settlement            *To know there is some evidence of Roman settlement prior to the Vikings            *To know why the Vikings chose this spot to settle            *To know Grimsby's place in the Domesday book            *To know Grimsby grew to a Fishing port in the 12<sup>th</sup> Century            *To know the significance of Grimsby            *To know the significance of Grimsby Fishing in the 21<sup>st</sup> Century.</p>	<p><u>Core knowledge</u>            *To know when Henry the 8<sup>th</sup> was King and place him on a timeline            *To know why Henry the 8<sup>th</sup> changed the religion            *To know the adaptations Henry made to the Church of England.            *To know our Local Church and where that fits into the story of the Church of England            *To know how the Church of England set up local schools including St Peters.</p>	<p><u>Core knowledge</u>            * To know when WW2 took place.            * To know the Key events of WW2. *            To know the key participants of WW2.            * To know the key individuals of WW2.            * To know how Britain was affected by WW2.</p>



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		<p><i>Key Vocabulary</i></p> <p><b>King, Queen, Monarch, Ruler, Country, England, Buckingham Palace, Line of Succession</b></p>	<p><i>Key Vocabulary</i></p> <p><b>Home, House, Bungalow, Terraced, estate, central heating, Pantry</b></p>	<p><i>Key Vocabulary</i></p> <p><b>Samuel Paps, Bakery, River Thames, Spread, Destroyed, London, Firefighter</b></p>	<p><i>Key Vocabulary</i></p> <p><b>Tourism, development, trade, industry, carnival</b></p>	<p><i>Key Vocabulary</i></p> <p><b>Port, fishing, vessel, Ross Tiger, heritage, alms house, warehouse</b></p>	<p><i>Key Vocabulary</i></p> <p><b>Church of England, Pope, reformation, divorce, religion, execution</b></p>	<p><i>Key Vocabulary</i></p> <p><b>Adolf Hitler, Winston Churchill, Blitz, invasion, evacuation, Allies, Anderson Shelter, rations, occupation</b></p>
		<p><i>Why this, why now?</i></p> <p>Children will link their knowledge of fairy tales to real life – including the King of England. They will begin to learn about monarchy, starting with knowledge of England.</p>	<p><i>Why this, why now?</i></p> <p>Children will use their skills as historians to investigate the differences between now and before using their own experiences as a frame of reference.</p>	<p><i>Why this, why now?</i></p> <p>Children will learn about the Great Fire, how it started and the impact it had on modern day – including the Fire Brigade and the changes to homes, building on knowledge from Year 1.</p>	<p><i>Why this, why now?</i></p> <p>Children will learn how their local area has changed over the years and investigate how tourism developed and why.</p>	<p><i>Why this, why now?</i></p> <p>Children will begin to learn about how the fishing industry shaped our local area and look at how it has developed and changed over the years, and the impact this has had on the area.</p>	<p><i>Why this, why now?</i></p> <p>Children will learn about their school and how this came to being. They will look at the history of the Church of England its separation from the Catholic Church under Henry VIII.</p>	<p><i>Why this, why now?</i></p> <p>Children will investigate World War II and the impact it had. They will look at key events and key people, in preparation for further learning in KS3.</p>