St James’ CE Primary School History Long Term Plan Overview

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|  | 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. |  |