

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

History Long Term Plan

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
Specific Area of Learning Understanding the World	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations. Celebrating cultural diversity of children in the class. Traditional festivals and celebrations. Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day. Black History week – Rosa Parks. Bonfire Night – Guy Fawkes. R.E themes taught through Discovery RE. Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link 'The Naughty Bus,' story. <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child-led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.
	People, Culture and Communities	<p>Describe events in some detail.</p>			
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

Community	Knowledge		Invasion	Civilisation	Power	Democracy
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Changes within living memory</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Ancient Greece</p> <p>↓</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>How did conflict change our local area in WW2</p> <p>↓</p> <p>Local history study</p> <p>↓</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p> <p>↓</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
	<p>Lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>Rome and its impact on Britain</p> <p>↓</p> <p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Compare non-European society with Anglo-Saxons (Maya or Benin)</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Windrush Generation</p> <p>↓</p> <p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
	<p>More lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		<p>Achievements of an ancient civilisation Egypt or Shang Dynasty</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>		<p>Five Significant Monarchs</p> <p>↓</p> <p>POWER INVASION DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King, Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law</p> <p>or</p> <p>Battle of Britain</p> <p>↓</p> <p>POWER INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						
Historical enquiry						
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	