

History Long-term Plan



The United Curriculum for history provides all children, regardless of their background, with:

- **Coherent and chronological substantive knowledge** of the history of the Britain and the wider world, selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:
 - **Quest for knowledge**
How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?
 - **Power, empire and democracy**
Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?
 - **Community and family**
What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?
- Opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in core **disciplinary knowledge**, and the ability to approach challenging, historically-valid questions.
- An **excitement** for history, which inspires a curiosity to learn more about the past.

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me & Look at Me [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Me and my world [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p>My heroes [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p>My family history [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p>Local history: community & family</p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p>European history: Prehistoric Britain [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>North American history: Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>European history: Ancient Rome</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Settlement by Anglo-Saxons [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p>On the move [Spr1]</p> <p>Exploring occupations related to transport</p> <p>On the farm [Spr2]</p> <p>Exploring occupations related to farming</p>	<p>Castles, knights and dragons [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>How did people travel in the past?</p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p>Great Fire of London [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>Asian history: Early Islamic Civilisation</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>European history: Viking age [Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>
Summer		<p>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Where did people live in the past?</p> <p>How homes looked different in the past, using pictures and videos</p>	<p>Comparison of explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p>European history: Local History</p> <p>Why is Manchester famous today? How has industry been important in our community? How has migration shaped our community?</p>	<p>Global history: Quest for knowledge [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>