



## Haydock English Martyrs' Catholic Primary School Long Term Plan History

*Nursery and Reception follow the Early Years Foundation Curriculum (Topics in Early Years are based on the themes taken from Come and See. Further information can also be found on the EYFS Memorable Learning documents)  
Y1 to Y6 follow the National Curriculum*

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery Topic	Family- Myself Welcome- Baptism Advent/ Christmas-Loving	Local Church- Community Eucharist- Gathering Lent/Easter-Growing	Pentecost- Good News Reconciliation- Friends Universal Church- Our World
Understanding of the World	Consider and discuss the changes since they were a baby. Begin to explore and talk about seasonal changes over time. Begin to remember significant events from their past.	Continue to explore and talk about seasonal changes over time. Continue to remember significant events from their past.	Continue to explore and talk about seasonal changes over time. Continue to remember significant events from their past. Begin to develop an understanding that things were different in the past of their family members ie before they were born.
Historical Skills	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.
Reception Topics	God Made the World and God made me. Celebrations	Gather together and Grow in God's Love	Family and friends Moving on

<p>Understanding of the World</p>	<p>Consider and discuss the changes since they were a baby. Begin to explore and talk about seasonal changes over time. Continue to remember significant events from their past. Explore toys from their past and from other family members, showing awareness of change over time. Begin to know names for days of the week and to talk about today and yesterday.</p>	<p>Continue to explore and talk about seasonal changes over time. Continue to remember significant events from their past, including Christmas celebrations. Develop understanding of the week, to talk about last week, today and yesterday. Begin to understand a lifecycle and consider changes over time.</p>	<p>Continue to explore and talk about seasonal changes over time. Continue to remember significant events from their past, including over their Reception year. Develop an understanding that things were different in the past of their family members, eg our school, changes in local businesses.</p>
<p>Historical Skills</p>	<ul style="list-style-type: none"> <li>○ Changes within living memory</li> <li>○ Events beyond living memory</li> <li>○ The lives of significant individuals in the past</li> </ul> <p>Significant historical events, people and place in their own locality</p>	<ul style="list-style-type: none"> <li>○ Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>○ Changes within living memory</li> <li>○ The lives of significant individuals in the past</li> </ul> <p>Significant historical events, people and place in their own locality</p>
<p>Even Cycle A Y1/2</p>	<p><b>Local History</b> <b>Significance/Historical Evidence</b> Richard Evans – who was he and what did he do for our town?</p> <ul style="list-style-type: none"> <li>○ To know who Richard Evans was and what he did</li> <li>○ To know how the development of transport within Haydock affected the local area.</li> <li>○ To know how glass making helped St Helens</li> <li>○ To know how the town of St Helens has changed over time.</li> </ul>	<p><b>Significant People - Explorers - Neil Armstrong, Christopher Columbus</b> <b>Significance</b> <b>Exploration &amp; Invention / Similarity &amp; Difference.</b></p> <ul style="list-style-type: none"> <li>○ To name Neil Armstrong and Christopher Columbus as significant people/explorers.</li> <li>○ To name some significant events of Columbus' or Armstrong's lives.</li> <li>○ To recall some simple facts about Columbus and Armstrong including their achievements.</li> <li>○ Compare the lives of Columbus and Armstrong.</li> </ul>	<p><b>Seaside Change</b></p> <ul style="list-style-type: none"> <li>○ To know some features of a seaside holiday in the past.</li> <li>○ select and use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago</li> <li>○ To know what sea sides were like in the past and compare to today</li> <li>○ categorize photographs into groups according to given criteria.</li> <li>○ To find out about holidays in the past, comparing the past and the present.</li> <li>○ to sequence seaside holidays in chronological order.</li> </ul>

<p><b><u>Toys in the past – changes in living memory.</u></b></p> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>○ To know some of the most popular games and toys of the past and how these compare with those of today.</li> <li>○ To know how to identify toys that are old and toys that are new.</li> <li>○ To know that toys can be categorised into groups based on a criteria, including ordering chronologically.</li> <li>○ To know and use key vocabulary such as decade and chronology.</li> </ul>	<p><b><u>Great Fire of London- Significance/Historical Evidence</u></b></p> <p>An event that are beyond living memory that is significant nationally</p> <p><b>Conflict &amp; Disaster / Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>○ Identify London on a map of the UK</li> <li>○ Describe how the city of London has changed over time. Compare to today</li> <li>○ Know how the fire spread so quickly</li> <li>○ Know how the fire ended</li> <li>○ Know what an eyewitness</li> </ul>	<p><b><u>Homes in the past.</u></b></p> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>○ To know about the different types of homes that people live in today.</li> <li>○ To know the features of homes built in the Victorian era.</li> <li>○ To know about objects in a Victorian home and their uses.</li> <li>○ Compare homes in the Victorian era to modern day.</li> </ul>
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Even	Cycle A	<p><b>Romans</b></p> <p><b>Civilisation/Empire</b></p> <ul style="list-style-type: none"> <li>○ To know about the growth of the Roman Empire including the invasion of Britain and the impact of this.</li> <li>○ To know about some aspects of the Roman way of life.</li> <li>○ To know about the structure of the Roman civilisation.</li> <li>○ To know that Julius Caesar was an important Roman general and politician who ordered the invasion of Britain.</li> <li>○ To know why we know so much about the towns the Romans built in Britain.</li> <li>○ To know some facts about 'Boudicca's Rebellion' in AD 60.</li> </ul>	<p><b>Anglo-Saxons</b></p> <p><b>Civilisation/Monarchy/Migration</b></p> <ul style="list-style-type: none"> <li>○ To know what happened to Britain when the Romans left.</li> <li>○ To know where the Anglo-Saxons came from and the route they took to get to settle in Britain.</li> <li>○ To know why the Anglo-Saxons came to Britain.</li> <li>○ To know what problems the Anglo-Saxons might have faced when establishing settlements and how might they have solved these.</li> <li>○ To know what the Anglo-Saxons left behind.</li> </ul>	<p><b>Vikings</b></p> <p><b>Civilisation/Migration</b></p> <ul style="list-style-type: none"> <li>○ To know where the Vikings came from and why and where they raided and invaded.</li> <li>○ To know some significant events within the Viking timeline.</li> <li>○ To know about the monastic way of life in Anglo-Saxon Britain and why monasteries were targeted by Vikings</li> <li>○ To know who King Alfred was and the impact he had on Britain.</li> <li>○ To know some facts about the Viking home life and compare to present day.</li> </ul>
		Y3/4		
Odd	Cycle B	<p><b>Prehistorical Britain – Stone, Bronze &amp; Iron age</b></p> <p><b>Civilisation</b></p> <ul style="list-style-type: none"> <li>○ To know some significant events in the Prehistoric timeline.</li> <li>○ To know how homes changed from the Stone Age to the Iron Age.</li> <li>○ To know how tools changed during the Stone Age to make hunting more successful.</li> <li>○ To know the challenges of survival for early man.</li> <li>○ To know some reasons why people think Stonehenge might have been built and how it has changed over time.</li> <li>○ Make judgements and justify ideas about an ancient monument - Stonehenge</li> </ul>	<p><b>Ancient civilizations – Indus Valley, Shang Dynasty, Ancient Greeks, Ancient Sumerians.</b></p> <p><b>Civilisation</b></p> <ul style="list-style-type: none"> <li>○ Identify the four ancient civilizations taught and on a timeline. – Chronology.</li> <li>○ Recall some of the achievements of each civilization.</li> <li>○ Identify some and similarities /differences between ancient civilizations-</li> <li>○ Select historical sources of information to help</li> </ul>	<p><b>Ancient Egyptians</b></p> <p><b>Civilisation</b></p> <ul style="list-style-type: none"> <li>○ Explain who built the pyramids and why.</li> <li>○ Describe how archaeologists find out about the past.</li> <li>○ Know about the Rosetta stone and how this made us able to translate ancient Egyptian hieroglyphics</li> <li>○ Describe and explain the process of mummification.</li> <li>○ Know What Akhenaten did that made him so hated</li> <li>○ Recall facts about Howard Carter and the discovery of Tutankhamun's 'lost' tomb.</li> <li>○ Describe the life of an 'everyday' Egyptian.</li> <li>○ Compare and contrast life in Ancient Egypt to now</li> </ul>
		Y3/4		

Even	<p><b>Ancient Greece</b></p> <p><b>Civilisation</b></p> <p>A study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>○ Identify where the Ancient Greek civilizations fits on a timeline</li> <li>○ Compare daily life in ancient Athens and Sparta</li> <li>○ Evaluate the impact of events at the time leading to the formation of an army and a navy.</li> <li>○ Present detailed research of Greek Gods and myths.</li> <li>○ Research a variety of aspects of daily life in Ancient Greece.</li> <li>○ Make reasoned judgements on how the Ancient Greek civilization affected life for civilizations that followed.</li> </ul>	<p><b>Queen Victoria &amp; Children in Victorian Britain</b></p> <p><b>Monarchy/Power/Empire/Public Health</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>○ Sequence a timeline to show the Victorian era</li> <li>○ To know Queen Victoria was monarch for 63 years</li> <li>○ To know some of the jobs poor Victorian children did and how it affected their health.</li> <li>○ To know some of the laws that were passed to protect children in the 19<sup>th</sup> Century.</li> <li>○ To know some of the differences between modern and Victorian schools.</li> <li>○ To know how Victorian children's leisure pursuits and daily life compares to today's.</li> </ul>	<p><b>World War II</b></p> <p><b>Power</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>○ Explain why World War II began and sequence events from early World War II on a timeline – chronology</li> <li>○ Compare how people's diets were different during World War II from modern day and recall facts to answer questions about the implementation of rationing.</li> <li>○ Research women's wartime jobs</li> <li>○ Explain what the Holocaust was and describe some events that happened.</li> <li>○ Research the cause and consequences of evacuation and the impact it had on individuals- different perspectives.</li> </ul>
Odd	<p><b>Mayan Civilisation c.AD 900 (Contrasting Non-European Society)</b></p> <p><b>Civilisation/Trade/Religion</b></p> <ul style="list-style-type: none"> <li>○ To know how Maya civilization society was organized. i.e. Kings, Nobles &amp; Priests, Palace Officials, Merchants and craftsmen, farmers, labourers and slaves.</li> <li>○ To know different ritual elements of the Mayan Civilisation eg human sacrifice, ball games, blood letting</li> <li>○ To know about some aspects of life in Ancient Maya compared and contrasted to ways of life in Britain during the time of the Ancient Maya. (eg houses/ homes).</li> <li>○ To know some significant events within the Ancient Mayan timeline.</li> <li>○ To know that the Maya had a system for recording numbers.</li> <li>○ To know that glyph blocks and syllabograms were used for recording/ writing in Mayan Civilisation.</li> <li>○ To know about the significance of corn and chocolate.</li> <li>○ To know the different features of Maya cities and appreciate what it would have been like to live there,</li> <li>○ To know some of the reasons for the decline of the Maya civilisation.</li> </ul>	<p><b>Local History</b></p> <p><b>Significance/Historical Evidence</b></p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <ul style="list-style-type: none"> <li>○ To know that life in St Helens has changed over 150 years. (1868-2008)</li> <li>○ To know about Sir David Gamble and his campaign to make St Helens into a borough.</li> <li>○ To know St Helens was made into a borough in 1868 and why.</li> <li>○ To know what effects the Industrial Revolution were on people living in St Helens eg growth of factories.</li> <li>○ To know that life in the 1860s was difficult based on the images they have seen.</li> <li>○ Compare the past and the present in St Helens and consider future developments.</li> </ul>	<p><b>Crime and Punishment</b></p> <p><b>Monarchy/Power/Government</b></p> <ul style="list-style-type: none"> <li>○ Know the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them.</li> <li>○ Explain some key terms in the history of crime and punishment in Britain.</li> <li>○ Use historical sources to decide what are facts/opinions about the life of the highway man Dick Turpin.</li> <li>○ Compare modern day crime and punishment with those from the past</li> </ul>
Cycle B			
Y5/6			