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# St George's Central CE Primary School and Nursery

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## Long Term Plan for History Nursery (2 – 3 years olds)

	Through discussion, stories, role-play and small world play the children will begin to make sense of their physical world and their community. Children will listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of a culturally and ecologically diverse world. The children will learn new vocabulary to support their learning of the world around them.
EYFS Statements	<ul style="list-style-type: none"><li>• Make connections between the features of their family and other families</li><li>• Notice differences between people</li></ul>
Continuous Provision	<ul style="list-style-type: none"><li>• Explore naturally artefacts</li><li>• Look and recognise photographs of families from different generations</li><li>• Comparing new and old objects</li></ul>

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## Long Term Plan for History Nursery (3 – 4 years olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	Why am I special?  What happens in autumn?	How can I see in the dark?  Why are babies wonderful?		Is the grass starting to grow?  What comes out of an egg?	What are the wonders of Tyldesley?	
<b>Key Learning</b>	All About Me  Autumn	Dark and Light  Celebrations		Spring  New Life	Our Town Tyldesley	
<b>EYFS Statements</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> <li>• Can imitate actions and events from own family and cultural background.</li> <li>• Can talk about own immediate history and things they can remember have happened in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Can remember and talk about significant events in their own experience.</li> <li>• Describes special times or events for families and friends.</li> <li>• Can remember and talk about stories about important past events from the bible.</li> </ul>		<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants and animals, natural and found objects.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Can talk about how they have grown and changed since birth.</li> </ul>	<ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment.</li> <li>• Can talk about the different buildings in their local environment and the purpose they serve e.g our home and school.</li> </ul>	

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# St George's Central CE Primary School and Nursery

## Long Term Plan for History Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What makes me marvellous?	What is there to celebrate?	How has Tyldesley changed in 50 years?			
Key Learning	All About Me	Celebrations	Tyldesley			
EYFS Statements	<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Name and describe people who are familiar to them.</li></ul>	<ul style="list-style-type: none"><li>• Recognise similarities and differences between life in this country and life in others.</li><li>• Recognise that people celebrate special times in different ways.</li></ul>	<ul style="list-style-type: none"><li>• Understand some places are special to members of their community.</li></ul>			

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## Long Term Plan for History Year 1 and Year 2

2022 – 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why should The Great Fire of London never be forgotten?			How have Mary Seacole and Edith Cavell helped to make the world a better place?		How have holidays changed in the last 100 years?
Key Learning	Great Fire of London			Mary Seacole and Edith Cavell		Holidays
Narional Curriculum objectives	<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and</li> </ul>			<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show</li> </ul>

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	<p>other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about events beyond living memory that are significant nationally or globally.</li> </ul>			<p>other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>		<p>that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>
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## Long Term Plan for History Year 1 and Year 2

2023 – 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		Would The Beatles have won X Factor?		What happened in Tyldesley in the past?		Why is the Titanic so famous?
Key Learning		Popular culture (The Beatles)		Local History		Sinking of the Titanic
Narional Curriculum objectives		<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and</li> </ul>

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		<p>understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>		<p>that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about significant historical events, people and places in their own locality.</li> <li>• Pupils understand connections - how the past has shaped the Tyldesley we know today.</li> </ul>		<p>understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Pupils are taught about events beyond living memory that are significant nationally or globally.</li> </ul>
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# St George's Central CE Primary School and Nursery

## Long Term Plan for History Year 3 and Year 4

2022 – 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	Who were the Ancient Greeks?				How did the Victorian period help to shape the Tyldesley we know today?	
<b>Key Learning</b>	Ancient Greeks				Victorian Tyldesley	
<b>Narional Curriculum objectives</b>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>				<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of local history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection of relevant historical information.</li> <li>They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>Pupils are taught about local history. For example, how mining changed overtime in this locality and why it is significant.</li> </ul>	

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	<ul style="list-style-type: none"><li>• They should understand how our knowledge of the past is constructed from a range of sources.</li><li>• Pupils are taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</li></ul>				
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## Long Term Plan for History Year 3 and Year 4

2023 – 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?		What impact did the Normans have on British society?		
Key Learning	Stone Age to the Iron Age	Romans		Normans		
National Curriculum objectives	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about changes in Britain from Stone Age to Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about the Roman Empire and its impact on Britain.</li> <li>• The Roman Empire by AD 42 and the power of its army.</li> <li>• British resistance, for example, Boudica.</li> </ul>		<ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>		
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## Long Term Plan for History Year 5 and Year 6

2022 – 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How can we rediscover the wonders of Ancient Egypt?			Who were the Anglo-Saxons and Scots?  How did they influence our lives today?	Were the Vikings always victorious and vicious?
Key Learning		Ancient Egypt			Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo Saxon struggle for the Kingdom of England
Narional Curriculum objectives		<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful</li> </ul>			<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful</li> </ul>

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		<p>selection of relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.</li> <li>• A depth study of Ancient Egypt.</li> </ul>			<p>selection of relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about Britain's settlement by Anglo-Saxons and Scots.</li> <li>• Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland).</li> <li>• Anglo-Saxon invasions, settlements and kingdoms.</li> <li>• Anglo-Saxon art and culture.</li> </ul>	<p>selection of relevant historical information.</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edwards the Confessor.</li> <li>• Viking raids and invasions.</li> <li>• resistance by Alfred the Great and Athelstan.</li> <li>• further Viking invasions and Danegald.</li> <li>• Anglo-Saxon laws and justice.</li> </ul>
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## Long Term Plan for History Year 5 and Year 6

2023 – 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why was the Islamic Civilisation around AD900 known as the 'Golden Age'?		To be or not to be?	What was life like in Tyldesley during World War 2?		
Key Learning	Early Islamic Civilisation		Shakespeare	Local History: World War 2		
Narional Curriculum objectives	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection of relevant historical information.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of local history.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>They should construct informed responses that involve thoughtful selection of relevant historical information.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about early Islamic civilisation, including a study of Baghdad c. AD 900. They know how it contrasts with British history.</li> </ul>		<ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• They know who William Shakespeare was and why we remember him.</li> <li>• They know what it was like to live at the time he was alive.</li> </ul>	<ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Pupils are taught about local history. They know what it was like to live in Tyldesley during WW2 and understand the lasting impact.</li> <li>• Pupils are taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>		
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