



# History Long Term Plan

## 2023 - 2024



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FS1</b>	<b>Me and My Family / Pets Autumn / Celebrations</b> Through the study of their family, the children will begin to make sense of their own life history. Learning about celebrations and autumn will begin to introduce the concept of the passage of time. This will be further embedded by the structure that the school day provides.		<b>Wonderful Water Animals in the Wild</b> Although the specific topics don't explicitly link to progression in history, the children will continue to develop their historical knowledge. They will begin to recognise the passage of time and to talk about things that have happened earlier in the school year i.e., in the past.		<b>Growth / Life Cycles Journeys / Near and Far</b> The children will begin to progress from making sense of history within the context of their own story to understanding the perspective of other significant people within their lives, including the idea of events that happened before they were born.	
<b>FS2</b>	<b>Me and My Family / Pets Autumn / Celebrations</b> Children will develop their knowledge of their own family history, recognising that their parents and grandparents were once children and babies. Through the celebrations topic and the day-to-day structure of the school day, children will start to develop their understanding of sequencing. The children will start to use simple language such as before/after and later/next.		<b>Wonderful Water Animals in the Wild</b> Whilst the specific topics don't directly link to the history progression, the children will continue to develop their historical knowledge over the term. They will begin to understand the concept of chronology through talking about what they have learnt over the different half-terms. The children will start to sequence key events in stories. The children will further their understanding of their own and family history.		<b>Growth / Life Cycles Journeys / Near and Far</b> Through observing the seasonal changes, children will talk confidently about changes over time. They will have developed the ability to use sequencing vocabulary to describe events within school life. The children will be able to recite the days of the week and months of the year and understand how these denote different periods of time. The children will start to recognise the difference between things that occurred recently and long ago.	
<b>Year 1</b>	<b>Childhood</b> <i>How have homes and toys changed over time?</i> Through a study of childhood, children will be introduced to key historical concepts such as within and beyond living memory, significance and timelines.	<b>Kings and Queens</b> <i>What is the monarchy and how has it changed over time?</i> Building on the concepts of within and beyond living memory introduced in the previous topic, children will further their understanding of chronology and timelines through a		<b>The Great Fire of London</b> <i>What were some of the causes and effects of the Great Fire of London?</i> The children will undertake an in-depth study of an event beyond living memory, exploring the causes and effects of the Great Fire of London.		

		study of significant monarchs within history.				
<b>Year 2</b>		<p><b>Port Sunlight</b>  <i>How has Port Sunlight changed over time?</i>  The children will undertake a local history study, looking at the life of Lord Leverhulme and the creation of Port Sunlight.</p>		<p><b>Significant Individuals: Mary Seacole / Florence Nightingale</b>  <i>Why were Mary Seacole and Florence Nightingale significant?</i>  Through the study of Florence Nightingale and Mary Seacole and their contribution to national life, the children will further their understanding of what it means to be a person of significance.</p>		<p><b>Flying Machines</b>  <i>What were the significant events in the history of flight?</i>  Children will explore the first aeroplane flight. Through this study, the children will further their knowledge of changes over time and changes within and beyond living memory.</p>
<b>Year 3</b>	<p><b>The Stone Age to the Iron Age</b>  <i>What did Britain look like during the Stone and Iron Ages?</i>  The children will begin to develop their understanding of early history. They will look at how Britain changed over the Stone and Iron Ages with a focus on farming and weaponry.</p>	<p><b>The Roman Empire and Roman Britain</b>  <i>What impact did the Roman Empire have on Britain?</i>  The children will develop an overview of the chronology of the Roman Empire. They will consider the 'Romanisation' of Britain, including a local case study of the city of Chester.</p>			<p><b>Ancient Egypt</b>  <i>What were the achievements of the Ancient Egyptians?</i>  Including a trip to the Liverpool Museum, the children will undertake a depth study of one of the earliest civilisations – the Ancient Egyptians. Children will study significant pharaohs, the pyramids and Egyptian afterlife.</p>	
<b>Year 4</b>		<p><b>Anglo Saxons</b>  <i>What did the Anglo-Saxon settlement of Britain look like?</i>  Children will study the settlement of Britain by</p>		<p><b>Vikings</b>  <i>What was the legacy of the Viking invasion of Britain?</i>  Following on from a study of the Anglo-Saxon</p>		<p><b>Tudor Britain</b>  <i>What did life look like in Tudor Britain?</i>  With particular reference to Speke</p>

		the Anglo-Saxons. This will include the withdrawal of the Romans, where they settled and their impact on British life.		settlement of Britain, the children will further their understanding of the chronology of Ancient Britain through a study of the Vikings. This will consider how Viking raiders would have been perceived at the time and whether their legacy is such that they should still be considered as just vicious raiders.		Hall to provide a local context, this topic will explore what life was like under Tudor Britain. The topic will compare and contrast life in Tudor Britain with life today by exploring areas such as diet, crime & punishment and architecture.
<b>Year 5/6</b>	<b>Liverpool and WW2</b> <i>What was the impact of the Blitz on Liverpool?</i> Children will undertake a local history study into the impact of the Blitz in Liverpool. This will further the children's chronological knowledge of history in Britain after 1066.	<b>Migration</b> <i>How has migration shaped Britain?</i> Studied over two half-terms, this topic will bring together previous areas of study (Romans, Anglo-Saxons, Vikings) as well as more recent events to explore how migration has changed Britain over time.		<b>Migration</b> <i>How has migration shaped Britain?</i> The children will continue to explore how migration has shaped Britain as we know it today, with a particular focus on the local area.		

**Ancient Greece and Early Islamic Civilisation topics will be taught as part of a rolling cycle in the 2024-25 Academic Year.**