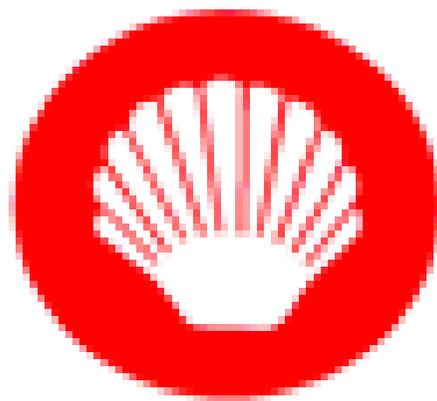


**Primary PE Curriculum
Long Term Plan
For St James' CE Primary
School**



History Long Term Plan

	Unit 1- Autumn 2	Unit 2- Summer 1
FS2	Memory Box	Living History- parents and grandparents' lifetime. Historical figure: Queen Elizabeth
Year 1	Toys through the ages Historical figure- John Spilsbury	Heroines Historical Figure: Florence Nightingale, Grace Darling, Mary Seacole
Year 2	Local History Study – Haydock and St Helens Historical figure- Lord Newton- Haydock Racecourse	The Great Fire of London Historical Figure: Samuel Pepys
Year 3	World War 2 Historical Figure: Winston Churchill	The Stone Age/Iron Age/Bronze Age
Year 4	Anglo Saxons/Vikings Historical Figure: Boudicca, Edward the confessor	Mayan Civilisation Historical Figure: K'inich Jabaab P'akal
Year 5	Egypt Historical Figure: Cleopatra	Crime and Punishment Historical figure: Robert Peel
Year 6	Industrial Revolution Historical figure- Charles Dickens	Ancient Greece Historical Figure: Zeus, Homer

FS2

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p>30-50 Recognises and describes special times or events for family or friends.</p> <p>40-60 Enjoys joining in with family customs and routines.</p> <p>ELG Talks about past and present events in their own lives and in the lives of family members.</p>	<p>To know about past events in their own lives and lives of family members.</p>	<p>To discuss and share their own memories from objects inside their memory box.</p>	<p>30-50 Recognises and describes special times or events for family or friends.</p> <p>40-60 Enjoys joining in with family customs and routines.</p> <p>ELG Talks about past and present events in their own lives and in the lives of family members.</p> <p>ELG To know about similarities and differences between themselves and others, families, communities and traditions.</p>	<p>To know about similarities and differences between themselves and others, families, communities and traditions.</p>	<p>To know how history has changed during the lifetime of their parents and grandparents and compare to today.</p>

Year 1

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Identifying <i>some</i> similarities and differences between their own present and aspects of the past. Order a set of 3 events or objects using common phrases to show the passing of time (<i>old, new/young, days and months</i>). Describe things that happened to themselves and other people in the past <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Begin to identify different ways to represent the past- photos, stories, books, and adults talking about the past, and artefacts to find out about the past. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Identify ways in which the past is represented. Use sources to answer simple questions. Explore events, look at pictures and answer and ask questions- 'which things are old?' 	<p><u>Toys from the past</u></p> <ul style="list-style-type: none"> Identify objects from the past and the main differences between old and new objects. To use words and phrases such as old, new and a long time ago. Identifies similarities and differences between toys now and from the past. To sort and compare different toys. To put 3 toys into chronological order. 	<p>To compare, sort and know how toys have changed from the past to today. Able to talk about the similarities and differences.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Identifying <i>some</i> similarities and differences between their own present and aspects of the past. Order a set of 3 events or objects using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Begin to identify different ways to represent the past- photos, stories, books, and adults talking about the past, and artefacts to find out about the past. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Identify ways in which the past is represented. Use sources to answer simple questions. Explore events, look at pictures and answer and ask questions- 'which things are old?' or 'what were people doing?' <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. 	<p><u>Heroines</u></p> <ul style="list-style-type: none"> To know the story of Florence Nightingale, Grace Darling and Mary Seacole. To know they are people of historical importance. To recall facts about them. To compare hospitals from the past with today. <p>To talk about events in the past that important globally or nationally.</p>	<p>To know about the life of Florence Nightingale and discuss why she is important.</p>

<p>or 'what were people doing?'</p> <ul style="list-style-type: none"> • Look at objects and ask questions- 'what were they used for?' and try to answer. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Understand and use simple historical concepts such as now/then and same/different. • To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). • Sort events or objects into groups (then and now) • Tell stories about the past. 			<ul style="list-style-type: none"> • To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). <p>Tell stories about the past.</p>		
---	--	--	--	--	--

Year 2

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<u>Chronological understanding</u> <ul style="list-style-type: none"> • Recognising the distinction between past and present. • Identifying some similarities and differences between their own present and aspects of the past. • Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). • Show their developing knowledge and understanding of the past. • -Recognising the distinction between present and past in their own and other people's lives. • -Identifying some similarities and differences between ways of life in different periods. • Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). 	<u>Local History Study</u> <ul style="list-style-type: none"> • To use information to describe the past. • Recount facts from historical events • Recount interesting facts. • Describe the differences between then and now 	To know about the changes in Haydock and St Helens.	<u>Chronological understanding</u> <ul style="list-style-type: none"> • Recognising the distinction between past and present. • Identifying some similarities and differences between their own present and aspects of the past. • Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). • Show their developing knowledge and understanding of the past. • -Recognising the distinction between present and past in their own and other people's lives. • -Identifying some similarities and differences between ways of life in different periods. • Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). 	<u>The Great Fire of London</u> <ul style="list-style-type: none"> • To know why Samuel Pepys is important to Britain. • To sequence events of the fire. • To describe the differences between then and now- how is the city safer? 	To recount the main events from the great fire of London- can children create their own diary entry?
<u>Historical interpretation</u>			<u>Historical interpretation</u>		

<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past able to identify different ways to represent the past. • To find out about the past using books, pictures, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the Internet. • To answer questions by using sources. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify ways in which the past is represented. • Ask questions about the past. • Use a wide range of sources to answer questions about the past. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events, objects, places or significant people. • Communicate ideas about people objects or events from the past in speaking, writing, role play, storytelling and using ICT. 			<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past able to identify different ways to represent the past. • To find out about the past using books, pictures, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the Internet. • To answer questions by using sources. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify ways in which the past is represented. • Ask questions about the past. • Use a wide range of sources to answer questions about the past. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events, objects, places or significant people. <p>Communicate ideas about people objects or events from the past in speaking, writing, role play, storytelling and using ICT.</p>		
---	--	--	---	--	--

Year 3

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Use mathematical knowledge to work out how long ago events happened. Use a timeline to place historical events in chronological order. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Explore the idea that there are different accounts of history. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources, the Internet, databases, pictures, music, artefacts, and visits to piece together information about history and ask questions. Research specific events from the past. Identify similarities and differences between given periods in history. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about people objects or events from the past in speaking, writing, role play, storytelling and using ICT. When doing this they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology. 	<p><u>World War II</u></p> <p>To know about a significant turning point in British history.</p>	<p>To know about the impact of World War II and the role of Churchill.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Describe events and understand the term BC and AD and decade. Use mathematical knowledge to work out how long ago events happened. Use a timeline to place historical events in chronological order. Discuss what life would have been like for early settlers. Describe how some things from the past have influenced lives today. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Explore the idea that there are different accounts of history. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources, the Internet, databases, pictures, music, artefacts, and visits to piece together information about history and ask questions. Conduct a local history study. Research specific events from the past. Identify similarities and differences between given periods in history. 	<p><u>The stone age</u></p> <ul style="list-style-type: none"> To talk about the changes from the Stone Age to the Iron Age. To use evidence to describe culture and leisure activities from the past. To use evidence to describe the clothes, way of life and actions of people in the past. Use a timeline to place artefacts in order, Stone Age – Iron Age. To use evidence to describe buildings and their uses of people from the past. To discuss similarities and differences between the Stone Age and the Iron Age. 	<p>To know about the way of life in the Stone Age - Letter home to a family in the present day describe life.</p>

			<ul style="list-style-type: none">• <p><u>Organisation and communication</u></p> <ul style="list-style-type: none">• Communicate ideas about people objects or events from the past in speaking, writing, role play, storytelling and using ICT.• When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.• Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.		
--	--	--	---	--	--

Year 4

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand that a timeline can be divided into centuries. Place significant events and dates on a timeline. Use mathematical skills to round up the differences into centuries and decades. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Look at different versions of history and identify differences. Know that people in the past represent ideas in a way that persuades others. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. 	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> Talk about settlements by Anglo-Saxons and Scots. Use evidence to describe what was important to people from the past. Recognise that several groups have invaded Britain over time. Use evidence to show how the lives of rich and poor people from the past differ. 	<p>To know the places the Anglo-Saxons invaded and look at village life. Compare life of a rich (Edward) and poor person in that time.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place significant events and dates on a timeline. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Know that people in the past represent ideas in a way that persuades others. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and 	<p><u>Mayan Civilisation</u></p> <ul style="list-style-type: none"> What was the Mayan Civilisation? What was life like? To know how the Mayan society was different to Britain. 	<p>To know about a non-European society that contrasts with Britain.</p>

<ul style="list-style-type: none"> • Research two versions of an event and say how they differ. • To research what life was like for a child in a given period from the past and use photographs and illustrations. 			<p>vocabulary linked to chronology.</p>		
<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 					

Year 5

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Use dates and historical language within own work. Order significant events, movements, periods and dates on a timeline. Describe the main changes in a period in history. Use mathematical skill to work out exact time sales and differences as need be. Sequencing events and periods through the use of appropriate terms relating to the passing of time. Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Evaluate evidence to choose the most reliable source. Give reasons why there may be different accounts of history. Understand that some evidence from the past is propaganda, opinion or misinformation and 	<p><u>Egypt</u></p> <ul style="list-style-type: none"> The Egyptians settled in northeast Africa, and that's where the country of Egypt is today. They wrote using pictures called hieroglyphics that stood for different words. Only certain people studied how to write, and they worked as scribes. The Egyptians build pyramids as places to bury their kings and queens, who were called pharaohs. Scribes were ranked in the middle of the order of social groups in Egypt – the pharaoh was at the very top of this list, and slaves were at the very bottom. The Egyptians were very good at maths – they had to be, to work out how to build pyramids so perfectly! Egyptians would preserve the dead using a process called mummification. Howard Carter discovered the tomb of Tutankhamen in 1922. 	<p>To know the story of Cleopatra and the Egyptian way of life discuss how it differs from today's.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Describe the main changes in a period in history. Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and using ICT. 	<p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> How crime and punishment has changed through the ages How changes in society changes the crimes that are being committed What punishment for crime there was and are. Who were the early law makers What year did parliament form? Who are the significant figures in a court room? 	<p>To know how crime and punishment has changed through the ages.</p>

that this affects interpretations of history.

Historical Enquiry

- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Investigate own lines of enquiry by posing questions to answer.

Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.
- Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

--	--	--	--	--	--

Year 6

Unit 1			Unit 2		
Key Skills	Key Knowledge	Outcomes	Key skills	Key knowledge	Outcomes
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Order significant events, movements, periods and dates on a timeline by decade. Identify and compare changes within and across different periods. Understand historical events, people and periods occurred and place into chronological order. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> Evaluate evidence to choose the most reliable source. Know that people from the past can both have a point of view and that this can affect interpretation. Give clean reasons why there may be different accounts of history, linking this to actual understanding of the past. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, 	<p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> To begin to understand why the Industrial Revolution was important to Britain. To understand the significance of cotton spinning moving from being a hand craft, to being mechanised. To understand the significance of the steam engine during the Industrial Revolution. To understand why coal and iron were so important for the Industrial Revolution. To understand the impact that canals had on trade and transport in Britain. <p>To know about the first train lines to be built in Britain.</p>	<p>To know about the events that took place in the industrial revolution.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Order significant events, movements, periods and dates on a timeline by decade. Identify and compare changes within and across different periods. Understand historical events, people and periods occurred and place into chronological order. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> Evaluate evidence to choose the most reliable source. Know that people from the past can both have a point of view and that this can affect interpretation. Give clean reasons why there may be different accounts of history, linking this to actual understanding of the past. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, 	<p><u>Greek pottery</u></p> <ul style="list-style-type: none"> Athens had democracy from 510 BC The Olympic Games began over 2,700 years ago in Olympia The Greeks thought the gods lived above Mount Olympus, in a palace in the clouds. Zeus is the sky and thunder god in ancient Greek religion, who ruled as king of the gods. <p>Greeks believed in mythical creatures. A minotaur, a monster with the head of a bull and the body of a man</p>	<p>To know how the Greeks influenced the western world.</p>

<p>cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</p> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions</p>			<p>similarity and difference, and significance.</p> <ul style="list-style-type: none"> • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame 		
---	--	--	---	--	--

involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.			historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.		
---	--	--	--	--	--