


























HISTORY LONG TERM PLANNING 2023-2024

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------|---|--|--|---|---|--|
| Nursery | Welcome to our school and classroom | Where do I live? | Recounting special events | Observing Change | We are storytellers | Recounting special events |
| |  <p>Children will recognise that there is a sequence of events in the day and represent time with words (i.e. group time, lunch time, family time).</p> <p>We will also use labels and song to support our understanding and naming days of the week.</p> |  <p>Children will discuss the house/ apartment where they live. How is it the same/ different from an owl house in our key text? We will also discuss the homes of different people/ animals. What is similar? What is different?</p> |  <p>Children will learn how to orally recount our visit to the shop. (First, next, after that, finally).</p> <p>They will learn to recognise and talk about special times or events for family and friends that have already happened, demonstrating emerging understanding of past tense (i.e. an experience with their family or a birthday).</p> |  <p>Children will demonstrate an awareness of change/growth over time by talking about experiences (i.e. baby pictures of themselves and the growing of a growing of a butterfly in school).</p> |  <p>Children will focus on sequencing stories using simple flash cards. They will begin to use language associated story telling 'Once upon a time' and 'the end' when retelling some familiar stories.</p> |  <p>Children will learn how to orally recount our visit to the farm . (First, next, after that, finally).</p> <p>We will use the correct vocabulary when we talk about events that have already happened, demonstrating emerging understanding of past tense.</p> |
| Reception | Changes in weather, seasons and time | Which festivals do we enjoy celebrating with our families? | Transport then and Now | How have I Changed? | Recounting special events | What makes me special? |
| |  <p>Let's go on a Summer and Autumn walk. children will learn about weather and the change in the weather and seasons in our calendar.</p> <p>They will understand that the change in seasons and time have an impact on the weather, what we can do, and what we wear.</p> <p>These activities will be repeated when there is a change in seasons</p> |  <p>Children will take part in a number of activities to show them that there are a number of similarities and differences in the way different occasions are celebrated.</p> <p>The children will be involved in helping prepare examples of special food, clothes and the giving and receiving of cards and gifts etc.</p> <p>This unit will be repeated every half term for relevant celebrations</p> |  <p>Children will learn about transport around our city of Manchester.</p> <p>They will look at how transport has changed over time. They will use vocabulary such as long ago and today to compare buses and common modes of transport.</p> |  <p>Children will learn how to notice differences and similarities between themselves and others.</p> <p>They will Investigate new vocabulary as we talk about the growth of a chick and as we grow plants.</p> <p>They will also investigate concept of growth and change by looking at ourselves as babies.</p> |  <p>Children will learn how to orally recount our visit to the zoo . (First, next, after that, finally).</p> <p>We will use the correct vocabulary when we talk about events that have already happened, demonstrating emerging understanding of past tense.</p> |  <p>ELG: Children will know about the similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this</p> |

| | | | | | | |
|--------|--|--|--|--|--|---|
| YEAR 1 | | Homes in the past and present in Longsight  <p>EQ: What signs of change can we see in our local area?</p> <p>NC: changes within living memory</p> <p>Concept: Continuity and change</p> <p>Abstract term: Lifestyle, Settlement</p> | Toys through time  <p>EQ: How are the toys I play with different to those 50 years ago?</p> <p>NC: Changes within living memory</p> <p>Concept: Similarity and difference</p> <p>Abstract term: Lifestyle, Monarchy (Elizabeth II) Leisure</p> | | | The Great Fire of London  <p>EQ: How did London change as a result of the Great Fire of 1666?</p> <p>NC: Events beyond living memory that are significant nationally or globally</p> <p>Concept: Cause and consequence</p> <p>Abstract term: Legacy (architecture) Monarchy (Charles II)</p> |
| YEAR 2 | | The Gunpowder Plot  <p>EQ: Why did the Gunpowder Plot happen?</p> <p>NC: Events beyond living memory that are significant nationally or globally</p> <p>Concept: Cause and consequence</p> <p>Abstract term: Monarchy (James 1), Legacy (bonfire night), Religion</p> | Alan Turing and Steve Jobs  <p>EQ: What makes Alan Turing and Steve Jobs Significant and why are they remembered?</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements (Technology-computer programming)</p> <p>NC: Compare aspects of life in different periods (Early and late 20th Century)</p> <p>Concept: Similarity and difference</p> <p>Abstract terms: Technology, Legacy</p> | | | Elizabeth Gaskell Suffragettes/ Emmeline Pankhurst  <p>EQ: Who are the heroes in our Locality and why?</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>NC: Significant people in their own locality</p> <p>NC: Compare aspects of life in different periods (Victorian)</p> <p>Concept: Significance</p> <p>Abstract term: Monarchy (Victoria) Lifestyle, Legacy</p> |

| | | | | | | |
|--------|--|--|--|---|--|---|
| YEAR 3 | | | Stone Age Settlers  EQ: What was 'new' about the New Stone Age? NC: changes in Britain from the Stone Age to the Iron Age Concept: Continuity and change, significance Abstract terms: Civilisation (farming) Technology, Settlement | The Industrial Revolution & Manchester Ship Canal  EQ: How did the Manchester Ship Canal support the Industrial Revolution? NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- A significant turning point in history Concept: Continuity and change, significance Abstract terms: Monarchy (Victoria) Civilization(trade), Legacy, Technology | | Ancient Egypt  EQ: Was the Nile the source of Ancient Egypt's success? NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Concept: Similarity/difference, Cause and consequence Abstract terms: Lifestyle, Settlement, Legacy, Civilisation(trade) Monarchy (pharaoh) |
| | | | | | | |
| YEAR 4 | | Longsight's Belle Vue Circus  EQ: How did the Belle Vue circus impact our local area? NC: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Concept: continuity and change, similarity and difference Abstract terms: Monarchy (Victoria), Leisure, Settlement | The Roman Empire and its impact on Britain  EQ: When did the Romans invade Britain and Why? NC: The Roman Empire and its impact on Britain Concept: Cause and Consequence, significance Abstract terms: Invasion and Legacy, Monarchy (emperors), Technology, Religion, Civilisation | Anglo-Saxons & Vikings  EQ: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? NC: Britain's Settlement by Anglo-Saxons and Scots Concepts: Similarity and difference, cause and consequence Abstract terms: Invasion, Settlement | | |
| | | | | | | |

| | | | | | | |
|---------------|---|---|---|---|--|--|
| <p>YEAR 5</p> | <p>Ancient Greece</p> |  <p>EQ: Can we thank the Ancient Greeks for anything in our lives today?</p> <p>NC: Study of Greek life and achievements and their influence on the western world</p> <p>Concepts: Cause and consequence, significance</p> <p>Abstract terms: Lifestyle, achievements, Legacy (government), Civilisation (buildings) Monarchy (kings) Religion</p> | <p>Battle of Hastings 1066</p>  <p>EQ: Was Edward the confessor to blame for 1066?</p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Concepts: cause and consequence, Continuity and change,</p> <p>Abstract terms: Invasion, Settlement, Legacy, Monarchy (Edward the Confessor)</p> | | | <p>Industrial Revolution & the Victorians</p>  <p>EQ: How did daily life in Manchester change over the reign of Queen Victoria?</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- A significant turning point in history</p> <p>Concepts: Similarity and difference, continuity and change,</p> <p>Abstract terms: Monarchy (Victoria) Leisure, Technology</p> |
| <p>YEAR 6</p> | <p>The Blitz in Manchester</p>  <p>EQ: What impact did this war have on people's lives in Manchester?</p> <p>NC: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Concepts: Cause and consequence, similarity and difference</p> <p>Abstract terms: Monarchy (George VI) Lifestyle, invasion</p> | | | <p>Islamic Civilization & Baghdad</p>  <p>EQ: What did early Islamic Civilisation leave behind?</p> <p>NC: A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900</p> <p>Concepts: Continuity and change, similarity and difference</p> <p>Abstract terms: Lifestyle, Legacy, Religion, Technology, Civilization, Leisure</p> | | <p>World History</p>  <p>Pupils choose an abstract term and produce an independent project that shows how this term 'threads through' World History and calls on application of historical skills.</p> <p>Children generate their own EQ such as "How has invasion shaped World History?"</p> <ul style="list-style-type: none"> -Conduct Historical Enquiry -Choose, interpret and evaluate Sources. -Communicate findings. |

Key Concepts Map:

| Concept/Coverage | Continuity and change | Similarity and difference | Cause and consequence | Significance |
|------------------|---|---|--|---|
| Yr1 | <ul style="list-style-type: none"> ➤ Homes past and present in Longsight | <ul style="list-style-type: none"> ➤ Toys through time | <ul style="list-style-type: none"> ➤ The Great Fire of London | |
| Yr2 | | <ul style="list-style-type: none"> ➤ Alan Turing & Steve Jobs | <ul style="list-style-type: none"> ➤ The Gunpowder plot | <ul style="list-style-type: none"> ➤ Elizabeth Gaskell Suffragettes/Emmeline Pankhurst |
| Yr 3 | <ul style="list-style-type: none"> ➤ Stone Age Settlers ➤ The Industrial Revolution and Manchester Ship Canal | <ul style="list-style-type: none"> ➤ Ancient Egypt | <ul style="list-style-type: none"> ➤ Ancient Egypt | <ul style="list-style-type: none"> ➤ Stone Age Settlers ➤ The Industrial Revolution and Manchester Ship Canal |
| Yr 4 | <ul style="list-style-type: none"> ➤ Longsight's Belle Vue Circus | <ul style="list-style-type: none"> ➤ Anglo Saxons & Vikings | <ul style="list-style-type: none"> ➤ The Roman Empire and its impact on Britain ➤ Anglo Saxons & Vikings | <ul style="list-style-type: none"> ➤ The Roman Empire and its impact on Britain |
| Yr 5 | <ul style="list-style-type: none"> ➤ Battle of Hastings 1066 | <ul style="list-style-type: none"> ➤ Industrial Revolution & The Victorians | <ul style="list-style-type: none"> ➤ Ancient Greece ➤ Battle of Hastings 1066 | <ul style="list-style-type: none"> ➤ Ancient Greece |
| Yr 6 | <ul style="list-style-type: none"> ➤ Islamic civilisation & Baghdad | <ul style="list-style-type: none"> ➤ Islamic civilisation & Baghdad ➤ The Blitz in Manchester | <ul style="list-style-type: none"> ➤ The Blitz in Manchester | |

Abstract Terms Map:

| Abstract Terms/ Coverage | Legacy | Lifestyle | Religion | Technology | Civilization | Invasion | Leisure | Settlement | Monarchy |
|-----------------------------|------------------------|------------------------|----------|----------------|-------------------------|----------------|---------|----------------|------------------------|
| Yr1 | ➤ Sm2 | ➤ A2 ➤ Sp1 ➤ Sm2 | | | | | ➤ Sp1 | ➤ A2 | ➤ Sp1 ➤ Sm2 |
| Yr2 | ➤ A2 ➤ Sp1 ➤ Sm2 | ➤ Sm2 | ➤ A2 | ➤ Sp1 | | | | | ➤ A2 ➤ Sm2 |
| Yr3 | ➤ Sp2 ➤ Sm2 | ➤ Sm2 | | ➤ Sp1 ➤ Sp2 | ➤ Sp1 ➤ Sp2 ➤ Sm2 | | | ➤ Sp1 ➤ Sm2 | ➤ Sp2 ➤ Sm2 |
| Yr4 | ➤ Sp1 | | ➤ Sp1 | ➤ Sp1 | ➤ Sp1 | ➤ Sp1 ➤ Sp2 | ➤ A2 | ➤ A2 ➤ Sp2 | ➤ A2 ➤ Sp1 |
| Yr5 | ➤ Sp1 | ➤ Sp2 | ➤ A2 | ➤ Sm2 | ➤ A2 | ➤ Sp1 | ➤ Sm2 | ➤ Sp1 | ➤ A2 ➤ Sp1 ➤ Sm2 |
| Yr 6 | ➤ Sp2 | ➤ Sp2 | ➤ Sp2 | ➤ Sp2 | ➤ Sp2 | ➤ A1 | ➤ Sp2 | | ➤ A1 |

Approach:

