

History LTP 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Knowledge</p> <p>Vocabulary</p> <p>Disciplinary concepts ('Big ideas' taken from National Curriculum)- Continuity and Change, Cause and Consequence, Similarity, Difference and Significance</p> <p>Substantive concepts (Golden Threads- selected to suit our learning at St Mary's)- Monarchy, Power, Invasion, Migration, Diversity, Civilization, Inventions</p>						
<p><u>Statutory Guidance from the EYFS Framework for Understanding the World:</u></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
<p>EYFS Possible topics</p>	<p>Starting School Autumn Harvest Family Who am I?</p>	<p>People Who Help Us Christmas Celebrations including Diwali</p>	<p>Winter Arctic environments Journeys The world around us Chinese New Year</p>	<p>Growing up - babies, generations Health inc. oral health Spring Easter The Farm</p>	<p>Life Cycles - butterflies, beans, sunflower Outdoors Gardening</p>	<p>Summer Hot environments Rock pools Mermaids Pirates Seaside</p>
	<p>Children using words 'now' and 'next'. Children talking about</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas.</p>	<p>Children understanding the terms 'old' and 'new' and recognising old</p>	<p>Children commenting on their own past experiences e.g.</p>	<p>Children confidently talking about who they are and who they live with,</p>	<p>Children beginning to understand how to sequence two</p>

<p>NURSE RY</p> <p>DEVELOPMENT OF PAST AND PRESENT</p>	<p>their family, who they live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,</p> <ul style="list-style-type: none"> Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life. <p>Diversity Similarity Difference</p>	<p>Children using the words 'then' 'now' 'next' 'before'.</p> <p>Past, before, events, now, then, before, next.</p> <p>Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</p> <p>Diversity Similarity Difference</p>	<p>and new objects e.g. cars, shops, photos</p> <p>New, old, past, present, now, different, same, rusty, black and white, modern.</p> <p>Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past.</p> <p>Continuity and Change</p>	<p>Easter. Children showing curiosity about objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Children discussing how they have celebrated Easter in the past. Children looking at photos and objects or books from the past.</p> <p>Diversity Continuity and Change</p>	<p>Children asking questions to family members about when they were young.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and grandparents about their lives in the past.</p> <p>Diversity Migration Similarity Difference</p>	<p>events. Children sequencing family members e.g. baby, mum, grandma.</p> <p>Sequence, first, last, then, before, family, names, family tree.</p> <p>Children being taught how to 'sequence' using two familiar events – either in the present day or from across the year. Children continuing with their work around families and family trees.</p> <p>Diversity Similarity Difference</p>
--	---	---	--	---	--	---

<p>RECEPTION</p>	<p>Children talk about members of their family and the relationship to them e.g. Mum, Dad.</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.</p> <p>Diversity Similarity Difference</p>	<p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Last week, yesterday, a long time ago, last year, before I was born.</p> <p>Discussions around past and present – events such as celebrations, remembrance day (war).</p> <p>Continuity and Change</p>	<p>Children visually represent their own day on a simple timeline.</p> <p>Timeline, day, week, first, last, them, next, days of the week – names.</p> <p>Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.</p> <p>Continuity and Change</p>	<p>Children talk about and understand changes in their own lifetime and what happens when they get older.</p> <p>Changes, baby, toddler, child, teenager, adult, elderly, ages.</p> <p>Learning about life cycles of animals, learning about how we grow and change as people.</p> <p>Diversity Continuity and Change</p>	<p>Children recount an event that has happened.</p> <p>Event, special, what happened, then, next.</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p> <p>Similarity Difference</p>	<p>Children can order experiences that have happened to them and in stories they have read.</p> <p>First, then, next, after that, finally, story.</p> <p>Adults prompting children to order experiences and stories verbally or in a written method.</p> <p>Similarity Difference Diversity</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Did my grandparents play with the same toys as me? 	<ul style="list-style-type: none"> • Did my grandparents play with the same toys as me? 			<p>Who has been to space?</p> <p>(Significant people/events)</p>	

	<ul style="list-style-type: none"> • (Changes in living memory- toys) • Talk about how toys have changed over time • Explain why toys have changed over time • Show an understanding that grandparents were children in the past <p>Parents, Grandparents, Great grandparents way of life, toys, materials, leisure,</p> <p>Modern, Past, present, similarity, difference</p> <p>Diversity, Inventions</p>	<ul style="list-style-type: none"> • (Changes in living memory- toys) • Talk about how toys have changed over time • Explain why toys have changed over time • Show an understanding that grandparents were children in the past <p>Parents, Grandparents, Great grandparents way of life, toys, materials, leisure,</p> <p>Modern, Past, present, similarity, difference</p> <p>Diversity, Inventions</p>			<ul style="list-style-type: none"> • Discuss the first moon landing making reference to Neil Armstrong • Talk about Tim Peake • Know about Helen Sharman <p>space</p> <p>astronaut</p> <p>transport</p> <p>timeline</p> <p>research</p> <p>Significant</p> <p>Future</p> <p>Diversity</p> <p>Inventions</p> <p>Significance</p>	
--	---	---	--	--	---	--

	Continuity and Change, Cause and Consequence	Continuity and Change, Cause and Consequence				
Year 2	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> • Significant events globally- Wright Brothers and Amelia Earhart • The Wright brothers invented the first engine powered glider. • This happened on Kitty Hawk 	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> • Significant events in own locality- Roy Chadwick • Roy Chadwick helped to design planes, some of which were used during the war. • Roy Chadwick lived in Urmston and so 				<p>How has our school changed?</p> <ul style="list-style-type: none"> • Local history- History of St Mary's primary school • Describe how the building, uniform and teachers

	<p>beach in America.</p> <ul style="list-style-type: none"> • They were successful because they worked hard, never gave up, used the money from their bike shop to build their planes. <p>Inventor</p> <p>Invention Event Evidence</p> <p>Source</p> <p>Flight</p> <p>Aeroplane</p> <p>Achievement</p> <p>Significant</p> <p>Global</p> <p>Inventions</p>	<p>is a local person.</p> <p>Local</p> <p>Change Compare</p> <p>Contrast</p> <p>Making connections</p> <p>Making conclusions</p> <p>Impact</p> <p>Roy Chadwick</p> <p>Engineer</p> <p>Avro Lancaster Bomber</p> <p>Inventions</p> <p>Power</p> <p>Cause and Consequence and Significance</p>				<p>have changed.</p> <ul style="list-style-type: none"> • Know that there was a fire in 1971 which burned down part of the school. • To describe how the fire started. <p>Cause</p> <p>Effect</p> <p>Consequence</p> <p>School</p> <p>Church</p> <p>Memory</p> <p>Order</p>
--	---	---	--	--	--	---

	<p>Cause and Consequence and Significance</p>					<p>Artefact</p> <p>Fire</p> <p>Continuity and Change, Cause and Consequence, Similarity, Difference and Significance</p>
Year 3	<p>What was life like in the Stone Age? How did things change in the Bronze and Iron Ages?</p> <ul style="list-style-type: none"> • Changes in Britain: Stone Age to Bronze Age • Children know how and why life was more 	<p>What was life like in the Stone Age? How did things change in the Bronze and Iron Ages?</p> <ul style="list-style-type: none"> • Changes in Britain: Bronze Age to Iron Age • Children know how and why life was more 			<p>How did the Ancient Egyptians influence how we live today?</p> <ul style="list-style-type: none"> • In depth study of Ancient Egypt • Children can explain that we know about the Ancient 	<p>How did the earliest civilisations influence how we live today?</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview

	<p>challenging in the Stone Age.</p> <ul style="list-style-type: none"> • Children know the Stone Age ended about 5000 years ago. • Children know that Skara Brae is a prehistoric village discovered on the Orkney Islands. • Children can talk about how things changed in the Bronze and Iron Ages. • Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/Iron Age. <p>Britain temporary and permanent Palaeolithic hunter-gatherers Mesolithic, Neolithic early</p>	<p>challenging in the Stone Age.</p> <ul style="list-style-type: none"> • Children know the Stone Age ended about 5000 years ago. • Children know that Skara Brae is a prehistoric village discovered on the Orkney Islands. • Children can talk about how things changed in the Bronze and Iron Ages. • Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/Iron Age. <p>Cause and Consequence, Continuity and Change, Similarity,</p>			<p>Egyptians because of the artefacts and monuments discovered.</p> <ul style="list-style-type: none"> • Children can talk about the daily life in Ancient Egypt. • Children know that pharaohs were important and people had slaves. • Children know about the life of the young pharaoh Tutankhamun. • Children know that pyramids were built as tombs for Egyptian royalty. <p>Ancient Egypt</p>	<p>of where and when the first civilizations appeared and a depth study of one of the following: Dynasty of Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Ancient China</p> <ul style="list-style-type: none"> • Children know that there is evidence of the earliest civilizations in our
--	---	--	--	--	---	--

	<p>farmers/ farming Deforestation</p> <p>Skara Brae Bronze Age Stonehenge</p> <p>Primary/secondary sources</p> <p>Continuity and Change, Similarity, Difference and Significance</p> <p>Civilisation</p> <p>Migration</p>	<p>Difference and Significance</p> <p>Civilisation</p> <p>Migration</p>			<p>Mummification Pyramid</p> <p>River Nile</p> <p>Sarcophagus</p> <p>Papyrus</p> <p>Achievements</p> <p>Ancient Tutankhamun</p> <p>Pharaoh</p> <p>Settlement</p> <p>Howard Carter</p> <p>Hieroglyphics</p> <p>Beliefs</p> <p>Wealth</p> <p>Power</p> <p>Civilisation</p> <p>Migration</p> <p>Monarchy</p> <p>Continuity and Change,</p>	<p>art, architectu re, literature, language etc.</p> <ul style="list-style-type: none"> • Children know that Ancient Sumer, Indus Valley and Shang Dynasty were all around at the same time as Ancient Egypt. • Children know that Ancient Egypt was around 5000 years ago. • Children know that ancient
--	--	--	--	--	--	---

					interpretation, significance	<p>civilisations relied on rivers to supply drinking water and to fertilize the surrounding land for crop growth.</p> <ul style="list-style-type: none">• Children know that the Stone Age was an ancient civilisation at the same time as Ancient Egypt. <p>Civilizations irrigation Ancient Sumer Indus Valley</p>
--	--	--	--	--	---	--

						<p>Ancient Egypt</p> <p>Mummification</p> <p>Pyramid Shang Dynasty of China</p> <p>Compare</p> <p>Contrast</p> <p>Challenges</p> <p>Diversity</p> <p>Landscape</p> <p>Overview</p> <p>Connections</p> <p>Civilisation</p> <p>Migration</p> <p>Similarity, Difference and Significance</p>
--	--	--	--	--	--	--

Year 4	<p>What was life like as a Greek? What were the differences between an Athenian and a Spartan?</p> <ul style="list-style-type: none"> • Ancient Greece- a study of Greek life and achievements and their influence on the western world • Identify the differences between life a Athenian and a Spartan. • Highlight how the Ancient Greeks influenced our lives today. • Approximately identify when the Ancient Greeks lived. • Develop an understanding of democracy. 	<p>What was life like as a Greek? What were the differences between an Athenian and a Spartan?</p> <ul style="list-style-type: none"> • Ancient Greece- a study of Greek life and achievements and their influence on the western world • Identify the differences between life a Athenian and a Spartan. • Highlight how the Ancient Greeks influenced our lives today. • Approximately identify when the Ancient Greeks lived. 			<p>How did the Roman Empire impact Britain today? What are some of the most famous Roman inventions?</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Identify the impact the Roman Empire had on Britain today. • Highlight how the Romans came to England. • Identify how we know the Romans lived in Manchester. • Highlight the reasons people’s opinions of 	<p>How did the Roman Empire impact Britain today? What are some of the most famous Roman inventions?</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Identify the impact the Roman Empire had on Britain today. • Highlight how the Romans came to England. • Identify how we

	<ul style="list-style-type: none"> Highlight the ways men and women were treated differently. <p>Ancient Greece</p> <p>western world</p> <p>Democracy</p> <p>Philosophy</p> <p>Olympic Games</p> <p>Athens</p> <p>Parthenon/ Acropolis</p> <p>Power</p> <p>Baths</p> <p>Interpretation</p> <p>Reasoning</p> <p>Worship</p> <p>Power, Civilisation, Invasion</p> <p>Cause and Consequence,</p>	<ul style="list-style-type: none"> Develop an understanding of democracy. Highlight the ways men and women were treated differently. <p>Power, Civilisation, Invasion, Diversity</p> <p>Cause and Consequence, Interpretation, Significance</p>			<p>the Romans differed.</p> <ul style="list-style-type: none"> Understand why the Romans left England. <p>Julius Caesar</p> <p>Claudius</p> <p>invasion</p> <p>Conquest</p> <p>resistance</p> <p>Boudica</p> <p>Romanisation</p> <p>Viaduct/aqueduct</p> <p>Gladiator</p> <p>Coliseum/Amphitheatre</p> <p>Hadrian's wall</p> <p>Beliefs</p>	<p>know the Romans lived in Manchester.</p> <ul style="list-style-type: none"> Highlight the reasons people's opinions of the Romans differed. Understand why the Romans left England. <p>Julius Caesar</p> <p>Claudius</p> <p>invasion</p> <p>Conquest</p> <p>resistance</p> <p>Boudica</p>
--	--	---	--	--	--	--

	Interpretation, Significance				Migration, Diversity, Civilisation, Power, Invasion Continuity and Change, Cause and Consequence	Romanisation Viaduct/aqueduct Gladiator Coliseum/Amphitheatre Hadrian's wall Beliefs Migration, Diversity, Civilisation, Power, Invasion Continuity and Change, Cause and Consequence
Year 5		Who were the Anglo-Saxons and where did they come from? <ul style="list-style-type: none"> (Britain's settlement by Anglo-Saxons and Scots) 	How well did the Anglo-Saxons and Vikings get on with each other? <ul style="list-style-type: none"> (The Viking and Anglo-Saxon struggle for the Kingdom of England to the 			What can be learnt from the early Islamic civilisation? <ul style="list-style-type: none"> (Non-European society that

		<ul style="list-style-type: none"> • Know who the Anglo-Saxons were and where they came from • Know that the Anglo-Saxons came to England in 410 AD (5th Century) • Know how religion changed from Paganism to Christianity • Talk about the Nico Ditch • Know who King Alfred the Great was and discuss whether he really was great <p>Dark ages settlement Christian conversion Lindisfarne Sutton Hoo</p> <p>Monks</p>	<p>time of Edward the Confessor)</p> <ul style="list-style-type: none"> • Explain why the Vikings came to England • Know what happened in Lindisfarne • Explain the relationship between the Anglo Saxons and Vikings • Know what Danelaw and Danegeld are • Explain how we know that the Vikings came to England and talk about what they left behind <p>Raids</p> <p>resistance Danegeld</p> <p>Alfred the Great</p>			<p>provides contrasts with British history- Early Islamic civilisation including a study of Baghdad c. AD 900)</p> <ul style="list-style-type: none"> • Explain what can be learnt from the early Islamic civilisation- maths, science etc. • Know that the Golden Age of Islam was approxim
--	--	--	---	--	--	--

		<p>Settlement</p> <p>Invasion</p> <p>Religion</p> <p>Deduction Inference</p> <p>Organising information</p> <p>Chronology</p> <p>Justice</p> <p>Invasion, Power, Migration, Monarchy</p> <p>Continuity and Change, Interpretation</p>	<p>Althelstan Edward the Confessor</p> <p>Danelaw</p> <p>Conflict</p> <p>Trade</p> <p>Linisfarne</p> <p>Monastery</p> <p>Peasantry</p> <p>Laws</p> <p>Invasion, Power, Migration</p> <p>Continuity and Change</p>			<p>ately between 622 (7th Century) AD – 1258</p> <ul style="list-style-type: none"> • To know what the 'Golden Age' means • Know what was happening in Europe at the same time • Explain why Baghdad was such an important place <p>Baghdad</p> <p>Islam</p> <p>Prophet</p>
--	--	--	---	--	--	--

						<p>Muhammad</p> <p>Muslim</p> <p>mosque</p> <p>caliphs</p> <p>Golden Age</p> <p>Influence</p> <p>Scholars</p> <p>Astronomy</p> <p>House of Wisdom</p> <p>Religion</p> <p>Beliefs</p> <p>Invasion, Power, Migration, Inventions, Diversity</p> <p>Continuity and Change, Cause and Consequence, Interpretation</p>
--	--	--	--	--	--	---

Year 6	<p>Who was Franz Ferdinand?</p> <ul style="list-style-type: none"> • (British history that extends chronological knowledge beyond 1066 (The Wars)) • WW1 took place between 1914-1918. • The assassination of Franz Ferdinand was a trigger for the start of WW1. • Talk about life in the trenches • To know what happened at the Battle of the Somme • Know how & why the war ended. • To be able to talk about the Treaty of Versailles. 	<p>Should WWII have happened?</p> <ul style="list-style-type: none"> • (Local history: The Wars- impact on local area) • Explain the causes of WW2. • To know about evacuation of children • Explain what rationing was • Talk about the role of women in the war. • Talk about the Holocaust • Discuss the impact of WW2 on Britain. <p>Cause and Effect</p> <p>Consequence</p> <p>Holocaust</p> <p>Evacuation</p>				<p>How was Britain rebuilt after WWII?</p> <ul style="list-style-type: none"> • (Local history: NHS, • British settlements: immigration, rebuilding) • Explain the impact of WW1 & WW2 on our local area. • Talk about how and why the NHS began
--------	---	---	--	--	--	--

	<p>Central Powers</p> <p>Trench life</p> <p>War</p> <p>Hitler</p> <p>Battle of Somme</p> <p>Franz Ferdinand</p> <p>Parliament</p> <p>Triple Entente</p> <p>Alliance</p> <p>Invasion, Power, Diversity, Monarchy</p> <p>Continuity and Change, Cause and Consequence</p>	<p>Rationing</p> <p>Equality</p> <p>Impact</p> <p>Propaganda</p> <p>Impact</p> <p>Leader</p> <p>Invasion</p> <p>Society</p> <p>Gender</p> <p>Political</p> <p>Invasion, Power, Diversity</p> <p>Continuity and Change, Cause and Consequence</p>				<ul style="list-style-type: none"> • Know about immigration • Explain how jobs, housing and buildings changed • To explain how the economy was affected by war <p>National Health Service</p> <p>Economy</p> <p>Immigration</p> <p>Society</p> <p>Local area</p> <p>Memorial</p> <p>Housing</p>
--	---	--	--	--	--	--

						<p>Economic Interpretation Forming conclusions Making links historical perspective Judgement Contrasting arguments and interpretations</p> <p>Power, Inventions, Migration</p> <p>Cause and Consequence, Continuity and Change, Similarity, Difference and Significance, Interpretation</p>
--	--	--	--	--	--	---

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