

HISTORY LONG TERM PLAN

Writing						
Nursery	End points - Understanding The World (UTW)					
	<ul style="list-style-type: none"> To explore the natural world. To begin to talk about their observations. To talk about their past. Begin to make sense of their own life-story and their family's history. 					
	Suggested Themes- Autumn		Suggested Themes- Spring		Suggested Themes- Summer	
Routines, All about me, Autumn, Halloween, Diwali, Bonfire night, Christmas/ Winter		Valentines Chinese New year Tasting Chinese food / pancakes Spring/Farms/Traditional tales/Easter Mother's day/ hatching chicks		Growing / Eid /Growing butterflies M Minibeasts/ Summer		
Reception	End points – Understanding The World (UTW)					
	Past and Present					
	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
Suggested Themes/NC- Autumn		Suggested Themes/NC- Spring		Suggested Themes/NC- Summer		
Theme: Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world		Theme: Winter/Festivals/bears /growing/planting/		Theme: Traditional stories/Festivals / transition/minibeasts		
<ul style="list-style-type: none"> Look at how they have changed from being a baby to now – bring in family/baby photos can they spot who is who Past birthdays What toys did your parents/grandparents play with when they were younger? How have they changed to what you play with now? 		<ul style="list-style-type: none"> Look at the local area and what roles are there? People that help us – lollipop person / vet / dr / greengrocer / butcher / librarian (Garrett Morgan – traffic light signal) 		<ul style="list-style-type: none"> How has travel changed? How did people use to travel? How is it different to now? (Amelia Earhart – American female fly solo) 		
KS1						
Underpinning subject context Yr1						
Conditions for learning (CL): Oracy, class discussions, use of images and artefacts, visits and reading.						
Learning for Social Mobility (LSM): Learning about the lives of significant individuals locally, nationally and around the world e.g. Daniel Lambert, Sir Edmund Hilary and Tenzing Norgay, Greta Thunberg, Rosa Parks, Robert Trevithick, George Stephenson, . Discussing the significance of people's ambition, agency and challenges they faced – broadening understanding of how the world has changed and continues to change because of inventions and key events e.g. the pros and cons of notoriety and celebrity; democracy/access to education; rail and other transport developments; actions to stop pollution and global warming; anti-racism movement.						
Learning for Spirituality (LS): Forming opinions and discussing why a person should be considered a significant figure. Reflecting on significant events such as The Great Fire of London and the Grace Darling Lifeboat Rescue - considering how this would have made them feeling if they were the people affected.						
Learning for morality/character/values (LMCV): Understanding fairness and right and wrong. Understanding that society's attitude can change. Learning that there can be unexpected costs of progress – more/faster cars, more deaths from accidents and more pollution.						
Learning for Knowledge acquisition (LKA): To learn how significant figures, inventions and events have impacted the world around us and the impact continues today.						
Learning for Language (LL): Retell, describe and explain using historical vocabulary.						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme: Rags to Riches		Theme: From the city to the seaside	
	Theme: Think Big Texts: Once There Were Giants by Martin Wadell, Giants by Mij Kelly, The Enormous Turnip, Finn MacCool and the Giant's Causeway, The Smartest Giant in Town by Julia	Theme: Into the Woods Texts: Little Red Riding Hood, Hansel & Gretel, Into the Woods by Anthony Browne, The Deep Dark Wood by Algy Craig Hall Text type: Narrative	Text: : Sleeping Beauty, The Paper Bag Princess, Castle Poems, Jack and the Beanstalk, The Very Last Castle Text type: Narrative (Fairy tale ending/Modern Fairy tales/Traditional fairy tales) and poetry Concepts:		Text: Nana in the City by Lauren Castillo, What if...? By Anthony Browne, Dick Whittington, The Lighthouse keepers Lunch; Gracey the Lighthouse Cat; The Snail and the Whale; City and Seaside poems Text type: Narrative and Poetry Concepts: <ul style="list-style-type: none"> Transport changes over time – locally and nationally – road, rail, air and sea transport developments 	

HISTORY LONG TERM PLAN

<p>Donaldson, Greta and the Giants by Zoe Tucker</p> <p>Text type: Narrative</p> <p>Concept:</p> <ul style="list-style-type: none"> Guinness World Records, statues, photos and video clips, medical records – evidence of the world’s tallest people; royal, military and commercial documents – evidence that Angus MacAskill was a ‘true giant’ Locally Significant people – how and why Daniel Lambert became famous Significant individuals in the past who have contributed to national and international achievements (Sir Edmund Hillary & Tenzing Norgay). Truth or fiction – how myths arise from lack of factual information Significant people internationally who are making a difference (living/recent history) – Greta Thunberg 	<p>Concept:</p> <ul style="list-style-type: none"> Significant people internationally who have made a difference - Rosa Parks 	<ul style="list-style-type: none"> Significant places locally (Leicester Castle; Ashby de la Zouche Castle and Kirby Muxloe Castle; Kenilworth Castle) Significant people from the past – Lord Hastings, Richard III, Queen Elizabeth I and Robert Dudley Significant Events – the capture/execution of Lord Hastings and the disappearance of the Princes in the Tower; a royal visit by Queen Elizabeth’s to Kenilworth To identify similarities and differences between ways of life in different periods (then and now) <ul style="list-style-type: none"> -social instability due to battles/wars; neighbours as potential enemies; the need for castles to be built; developments in materials and building methods - roles and responsibilities in the castle; a fixed social hierarchy - everyday life in peacetime eg foraging and hunting as a way of obtaining food; bear baiting and jousting for entertainment; technology that was physical/mechanical rather than needing electricity 	<ul style="list-style-type: none"> Significant people (Robert Trevithick, George Stephenson; Grace Darling). Significant events beyond living memory - first tram journey in Leicester; railway from Leicester. Events beyond living memory that are significant nationally (Great Fire of London; Lifeboat rescue involving Grace Darling.). Aspects of life in different periods – getting around the city; going to London; visiting the seaside
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Underpinning subject context Yr2

Conditions for learning (CL): Oracy, Collaboration, class discussions and reading.

Learning for Social Mobility (LSM): Exploring historically significant figures within the Royal family e.g. Queen Victoria, Thomas Cooke and Joseph Merrick. Artefacts and using historical sources. Interpreting a range of sources from the past to then develop historical curiosity through questioning.

Learning for Spirituality (LS): Reflecting on key historical periods and how the children would feel if they were to live in those times.

Learning for morality/character/values (LMCV): Exploring the importance of understanding what is right and wrong through the good acts of significant figures.

Learning for Knowledge acquisition (LKA): To learn the importance of how significant figures and events have impacted the world around us and the impact it has on many people’s lives today. To ensure children are able to recall significant individuals and explain the impact they had around us. Discussing how changes develop over time and how this contributes to a better society/world.

Learning for Language (LL): Children use iPads, reading and peer support clarify and explore the meaning of historical vocabulary.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: From Bugs to Beasts!		Theme: Food of the Gods		Theme: The Greatest Show	
	<p>Aut1 Texts: The Very Hungry Caterpillar by Eric Carle Expert packs about fruit. The Bog Baby by Jeanne Willis and Gwen Millward</p> <p>Aut2 Texts: Gorilla by Anthony Browne The Spider and the Fly by Tony DiTerlizzi Zerraffa Giraffa by Dianne Hofmeyr and Jane Ray</p> <p>Concept:</p> <ul style="list-style-type: none"> Historically significant figures (King Charles X of France/David Attenborough). Comparing life in different periods of time (19th century to the present day). 		<p>Spr1 Texts: The Glassmaker’s Daughter by Dianne Hofmeyr Chocolate: from bean to bar. by Anita Ganeri A chocolate bar by Sarah Ridley Expert pack about the manufacturing of chocolate</p> <p>Spr2 Texts: Charlie and the Chocolate Factory by Roald Dahl Chocolate by Liz Gogerly Fairtrade by Jillian Powell Chocolate by Jillian Powell Chocolate Cake by Michael Rosen(poetry)</p> <p>Concept:</p> <ul style="list-style-type: none"> Changes within living memory (chocolates within the family home). Globally and nationally significant events beyond living memory (the discovery of chocolate – the Aztecs and the Maya and the manufacturing of chocolate). Significant individuals (Joseph Fry, George and John Cadbury, Milton Hershey, Hernan Cortes). 		<p>Sum1 Texts: Ahmed and the Feather Girl by Jane Ray Peter Spier’s ‘Circus!’ Expert pack about the history of the circus</p> <p>Sum2 Texts: Leon and the Place Between by Angela McAllister Explore: Circuses by Liz Gogerly</p> <p>Concept:</p> <ul style="list-style-type: none"> Significant events beyond living memory (development of circuses). Explaining changes through time(development of circuses). Internationally significant figures (Jules Leotard). 	

HISTORY LONG TERM PLAN

	<ul style="list-style-type: none"> Significant events beyond living memory (development of zoos, safari parks and menageries). 	<ul style="list-style-type: none"> Comparing aspects of life in different periods of time (through the development of the chocolate bar). Different sources of evidence.
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KS2

Underpinning subject context Yr3
 Conditions for learning (CL): Oracy, Collaboration, class discussions and reading.
 Learning for Social Mobility (LSM): Artefacts and using historical sources. Evaluating and recognising how Highfields has changed overtime and how great designers within Leicester have contributed to designing a community.
 Exploring the Roman Empire and why they invaded Britain. Beginning to compare different societies such as Ancient Rome and Ancient Egypt and how they have changed over time.
 Learning for Spirituality (LS): Reflecting on key historical periods and how the children would feel if they were to live in those times.
 Learning for Knowledge acquisition (LKA): To ensure all children have a secure understanding of historical periods in chronological order and to understand how these particular historical periods have had a great impact on the world.
 Learning for Language (LL): Children use iPads, reading and peer support clarify and explore the meaning of historical vocabulary

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p>Theme: Building a Civilisation Text: Black Dog The Tear Thief Concept:</p> <ul style="list-style-type: none"> Understanding how knowledge of the past is constructed from a range of sources. Asking and answering increasingly valid historical questions. Evaluating the impact of historical changes over time. <p style="color: red; text-align: center;">PLANNING IS BEING ADAPTED</p>	<p>Theme: Our Community: Highfields Text: Alice in Wonderland Concept:</p> <ul style="list-style-type: none"> Evaluating the local environment. Recognition of how an area has changed over time. Knowing about great designers and understanding the historical and cultural development of their art forms. <p style="color: red; text-align: center;">PLANNING IS BEING ADAPTED</p>	<p>Theme: Latin and Londinium Text: Escape from Pompeii Concept:</p> <ul style="list-style-type: none"> Understanding reasons for invasions/movement of people (Pre-teach Romans and why they invaded). Developing chronological understanding (Britain, Countries and The Roman Empire). Knowing that historical information comes from different sources. Identifying historically significant people in events and situations. Understanding change over time (Roads and development linked to Romans). Describing Differences between different societies (Romans and Celts). Understanding how events fit with a simple chronological framework (The Fall of Roman Empire, how Britain changed and positive impact). <p style="color: red; text-align: center;">PLANNING IS BEING ADAPTED</p>	<p>Spr2 Theme: Romans Text: Escape from Pompeii Sum1 Theme: Rivers and Plains Text: Treasure Island Concept:</p> <ul style="list-style-type: none"> Knowing that historical information comes from different sources. Recognising cause and consequences of Roman invasion in Britain Exploring the similarities and differences between Roman and Britain Identifying historically significant people (Julius Caesar). Understanding a simple chronological framework. Using a variety of historical sources to answer historical questions. Developing a clear understanding of world history. <p style="color: red; text-align: center;">PLANNING IS BEING ADAPTED</p>	<p>Theme: Environment: World in danger Text: King Arthur Concept:</p> <p style="color: red; text-align: center;">PLANNING IS BEING ADAPTED</p>	

Underpinning subject context Yr4
 Conditions for learning (CL): Oracy, Collaboration, class discussions and reading.
 Learning for Social Mobility (LSM): Artefacts and using historical sources. Evaluating and recognising how ancient Greece has impacted the world that we live in today.
 Learning for Spirituality (LS): Reflecting on key historical periods and how the children would feel if they were to live in those times.
 Learning for Knowledge acquisition (LKA): To ensure all children have a secure understanding of historical periods in chronological order and to understand how these particular historical periods have had a great impact on the world through change and continuity.
 Learning for Language (LL): Children use iPads, reading and peer support clarify and explore the meaning of historical vocabulary

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	Theme: Anglo-Saxons and Vikings	Theme: Ancient Greece Text: The Iliad	Theme: Exploration Text: Shackleton's Journey	Theme: The Age of Enlightenment Text: Frankenstein's Monster	Theme: Ancient Baghdad Text: The Breadwinner	Theme: The Islamic Golden Age Text: The Breadwinner

HISTORY LONG TERM PLAN

	<p>Text: Sir Gawain and The Green Knight</p> <p>Concept:</p> <ul style="list-style-type: none"> Developing a chronological understanding. Noting trends and contrasts over time (migration). Note trends and contrasts between rule in Anglo-Saxon Britain and modern Britain. Recognising narratives within and across periods studied- Spread of Christianity Know that our understanding of the past comes from a range of sources. Know that our understanding of the past comes from a range of sources. 	<p>Concept:</p> <ul style="list-style-type: none"> Developing a chronological understanding of Ancient Greek Periods Noting similarities and differences (Athens and Sparta) Understanding how our society has been influenced by the wider world (Democracy) Noting change over time (Gender Equality). 	<p>Concept:</p> <ul style="list-style-type: none"> Asking and answering historically relevant questions Significant historical figures and trends in history- women and explorers 	<p>Concept:</p> <ul style="list-style-type: none"> Developing a chronological understanding- periodisation Noting change over time (Gender Equality). 	<p>Concept:</p> <ul style="list-style-type: none"> Understand the significance of the House of Wisdom in Ancient Baghdad. Described and understand key aspects of the physical and human geography of Ancient Baghdad including trade links. 	<p>Concept:</p> <ul style="list-style-type: none"> Know and understand the achievement of the Houses of Wisdom. Understand how Britain has been influenced by the world in health and medicine. Know and understand the achievements of the Early Islamic astronomers. Contrast the British Dark Ages and the Islamic Golden Age.
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Underpinning subject context Yr5

Conditions for learning (CL): Oracy, Collaboration, class discussions and reading.

Learning for Social Mobility (LSM): Artefacts and exploring the changes to British monarchy and using sources of knowledge to create an inference about Richard III. Causation of the Medici family as patrons of famous artists. Hitler as a European dictator across Europe. Cardinal Wolsey as a support for Henry VIII.

Learning for Spirituality (LS): Reflecting on key historical periods and significant figures and how the children would feel if they were to be alive during particular historical periods.

Learning for Knowledge acquisition (LKA): To ensure all children have a secure understanding of historical periods in chronological order and to understand how these particular historical periods have had a great impact on the world.

Learning for Language (LL): Children use iPads, reading and peer support clarify and explore the meaning of historical vocabulary.

HISTORY LONG TERM PLAN

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2
	Theme/ Concept (NC) Theme: N/A Text: Floodland Concept: N/A – Geography based term	Theme/ Concept (NC) Theme: N/A Text: Richard III Concept: <ul style="list-style-type: none"> Chronology of British history (monarchs). Changes in the roles of British Monarch over time. Constructing informed responses based on historical sources. Understanding the significance of royal power to society portrayed through art. Exploring an aspect of history that is significant in locality (Leicester).	Theme/ Concept (NC) Theme: N/A Text: The Odyssey Concept: <ul style="list-style-type: none"> Exploring significant individuals within Greek and British culture. Chronology of British and world history. Recognising how patronage caused the Arts success. 	Theme/ Concept (NC) Theme: N/A Text: The Tempest Concept: <ul style="list-style-type: none"> Devising historically valid questions about the first railways. Exploring the significance of Leicestershire’s first railway (Leicester and Swannington) Noting the cause and consequence of the first railways. 	Theme/ Concept (NC) Theme: N/A Text: The Hound of The Baskervilles Concept: <ul style="list-style-type: none"> Exploring the similarities and differences on how the UK government treated criminals from the 19th century to the modern day.

Underpinning subject context Yr6

Conditions for learning (CL): Oracy, Collaboration, class discussions and reading.

Learning for Social Mobility (LSM): Using a range of sources to explore the Kohinoor diamond and whether it should be returned to India or if it should be part of the British royal collection. Analysing and providing informed responses about the battle of Plassey and Buxar.

Learning for Spirituality (LS): Reflecting on key historical periods and how they would feel if they were alive during those times.

Learning for morality/character/values (LMCV): Understanding changes in behaviour and attitudes within society from the past to the present day. E.g. gender roles, culture, civilizations, religion etc.

Learning for Knowledge acquisition (LKA): Pupils in Year 6 are required to have a strong chronological understanding of key historical periods and they are able to interpret and critique a range of sources. Providing reasons as to why some sources are reliable than others and using these to support their ideas.

Learning for Language (LL): Children use iPads, reading, oratory and peer support clarify and explore the meaning of historical vocabulary.

Year 6	Autumn	Spring	Summer
	Theme: Victorian England Text: Great Expectation Concept: <ul style="list-style-type: none"> Exploring the social impacts of scientific developments Chronologically summarising events of a significant person’s life Writing a biography Evaluating the causes of the industrial revolution 	Theme: British Empire Text: Murder at the Mushaira Concept: <ul style="list-style-type: none"> Answering historically valid questions Analysing sources of evidence Analysing the causes and consequences (battle of Plassey and Buxar) Evaluating the role of the EIC in the colonisation of India Evaluating the role of the EIC in Indian famines Evaluating the significance of the causes that led to the partition of India (link to RE – morality) 	Theme: Imitation vs invention Text: Dante/Beowulf Concept: <ul style="list-style-type: none"> Answering historically valid questions Analysing sources of evidence Exploring chronology (how the lightbulb has developed over time). Exploring sources (link to the history of lightbulb) Understanding the change and continuity based on Roman and Greek architecture.

HISTORY LONG TERM PLAN

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