



## Little Heaton C of E Primary Long term plan HISTORY subject overview.

History will be taught in a block for one half term each term through weekly lessons – Our subject focus, knowledge and skills are sequentially planned so progress and links occur over the 7 years of Primary Education (EYFS,KS1-KS2).

During their studies of different periods of History, our children will learn historical facts and develop their skills through a range of exciting activities such as exploring artefacts, role play, detective ('History mystery') activities, debates and visits.

	Autumn	Spring - Local History focus	Summer
<b>EYFS Reception</b>	The topics in Reception are planned linked to the children's interests. They will enable the children to talk about past and present events in their own lives and in the lives of family members, use everyday language to talk about time and to develop their own explanations by connecting ideas or events.		
<b>KS1 Year 1</b>	<b>History of toys</b> <b>THEME: CHILDREN</b> Similarities and differences between today's toys and those of the past <b>Skills:</b> <i>Chronology, historical knowledge, historical enquiry, organisation &amp; communication</i>	<b>Personal and local history</b> <b>THEME:BUILDINGS</b> Using buildings in the locality to learn about how they (and the local area) have changed <b>Skills:</b> <i>interpretations of history, historical enquiry</i>	<b>History of transport (air)</b> <b>THEME:TRANSPORT</b> Finding out why Amy Johnson and the Wright brothers were famous and investigating how air transport has changed and developed <b>Skills:</b> <i>historical knowledge, interpretations of history, historical enquiry, organisation &amp; communication</i>
<b>KS1 Year 2</b>	<b>Great Fire of London</b> Similarities and differences in fire equipment and houses from 1666 and now <b>Skills:</b> <i>chronology, historical knowledge, interpretations of History, organisation &amp; communication</i>	<b>History of our school</b> <b>THEME:BUILDINGS</b> Comparing school and school life today to that of the past <b>Skills:</b> <i>historical knowledge, interpretations of history, historical enquiry</i>	<b>Florence Nightingale and Mary Seacole</b> Exploring developments in medicines and hospitals as a result of their work <b>Skills:</b> <i>chronology, interpretations of history, organisation &amp; communication</i>
<b>KS2 Lower Year 3</b>	<b>Stone Age to Iron Age</b> Investigating how life changed when man started to farm and finding evidence for what life was like in the iron Age <b>Skills:</b> <i>chronology, historical knowledge, historical enquiry, organisation &amp; communication</i>	<b>Robert Peel (police) crime and punishment</b> Changes in law and order from 19 <sup>th</sup> Century to today and the history of the modern police force <b>Skills:</b> <i>chronology, historical knowledge, interpretations of history, historical enquiry</i>	<b>Ancient Egypt</b> Investigating what everyday life was like for men, women and children and exploring what secrets of Ancient Egypt are revealed by the pyramids and Tutankhamen's tomb. <b>Skills:</b> <i>chronology, historical knowledge, historical enquiry, organisation &amp; communication</i>



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<p>KS2 Lower Year 4</p>	<p><b>The Romans</b> THEME: <b>REBELLION</b> Investigating the reasons why The Romans chose to invade Britain, their legacy and Boudicca’s rebellion. <i>Skills: chronology, historical knowledge, interpretations of history, historical enquiry, organisation &amp; communication</i></p>	<p><b>The Industrial Revolution</b> THEMES:<b>BUILDINGS,REBELLION, TRANSPORT</b> Exploring the importance of mills to Middleton and the effects of the Industrial Revolution on workers <i>Skills: historical knowledge, interpretations of history, historical enquiry, organisation &amp; communication</i></p>	<p><b>Invaders</b> Investigating the Viking and Anglo Saxon struggle for the Kingdom of England <i>Skills: chronology, historical knowledge, interpretations of history, historical enquiry</i></p>
<p>KS2 Upper Year 5</p>	<p><b>Ancient Greece</b> THEME:<b>DEMOCRACY</b> Investigating the many ways in which the Ancient Greeks influenced the modern western world <i>Skills: chronology, historical knowledge, historical enquiry, organisation &amp; communication</i></p>	<p><b>Peterloo</b> THEMES:<b>REBELLION DEMOCRACY</b> Investigating features of the period 1819, exploring different viewpoints of the Peterloo Massacre <i>Skills: chronology, historical knowledge, interpretations of history, historical enquiry, organisation &amp; communication</i></p>	<p><b>The Mayans</b> THEME:<b>COMMUNICATION</b> Exploring daily life in Mayan society. Investigating how and why the Mayan Empire grew to be so successful <i>Skills: chronology, historical knowledge, historical enquiry</i></p>
<p>KS2 Upper Year 6</p>	<p><b>The Victorians</b> THEME: <b>CHILDREN</b> Working and living conditions for Victorian children and the impact of reform on their lives <i>Skills: chronology, historical knowledge, interpretations of history, historical enquiry, organisation &amp; communication</i></p>	<p><b>The Manchester Blitz</b> THEME:<b>BUILDINGS</b> Exploring reasons for the outbreak of WW2, the effects of the Blitz on the people and buildings of Manchester <i>Skills: chronology, historical knowledge, interpretations of history, historical enquiry, organisation &amp; communication</i></p>	<p><b>The Indus Valley</b> THEME:<b>COMMUNICATION</b> Exploring similarities with the Indus Civilization and other ancient civilizations that followed <i>Skills: chronology, historical knowledge, organisation &amp; communication</i></p>