



# Newton-le-Willows Primary School

Nurture the Potential to Succeed

## History Long Term Plan 2021-2022



	Autumn	Spring	Summer
<b>EYFS Nursery</b>	Throughout the year, the children in Nursery will explore and make sense of their own life story and family-s story. They will explore their own family unit and recall memories from the past, especially during times of celebration. The children will recall past events and begin to use the vocabulary to describe the passing of time.		
<b>EYFS Reception</b>	<p><b>All About Me</b> In this unit, children will explore their basic family composition, e.g., child, parents, grandparents. They will talk about the lives of the people around them.</p> <p><b>Toys &amp; Celebrations</b> In this unit, children will look at how toys have changed over time. They will explore differences between their toys and the toys their parents/grandparents had. Children will also look at a number of celebrations, e.g. Poppy Day and Remembrance Sunday, Guy Fawkes and Bonfire Night and Christmas. (Links to RE and Geography)</p>	<p><b>Traditional Tales</b> In this unit, the children will talk about the people around them and their roles in society. (People who help us)</p> <p><b>Growth &amp; Changes</b> In this unit, the children will look at a number of celebrations that occur during Spring. They will know some similarities and difference between things in the past and now, drawing on their experienced and what they have read in class.</p>	<p><b>Journeys</b> In this unit, the children will look at historical figures from the United Kingdom, e.g., Queen Elizabeth. The children will talk about the lives of people around them and their roles in society.</p>
<b>Year 1</b>	<p><b>The Great Fire of London</b> This unit is about the Great Fire of London, an event beyond living memory, which is significant nationally. Children will ask and answer basic questions about the Great Fire and its effects. They will consider why it happened, its results and the different ways in which it is represented. They will develop their understanding of the passing of time and sense of chronology of the event as it unfolded. They will also be introduced to the concept of a first-hand historical source.</p>	<p><b>How have things changed since our grandparents were at school?</b> In this unit, children will develop their chronological understanding through, initially, exploring changes within their own living memory. They will consider aspects of national life as well as events more familiar to them. They will then investigate the changes in living memory of their grandparents and older people and deepen their understanding of first-hand historical sources by interviewing a familiar person.</p>	<p><b>How has technology changed our lives?</b> In this theme, children will learn how technology has changed over the years and how it has changed our lives. They will learn about two significant individuals (Tim Berners-Lee and William Caxton). They will make comparisons between the two people and the impact of earlier developments in communications technology. They will explore the significance of the early printing press and compare it with modern day technology.</p>

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Year 2	<p><b>The First Railway – a significant local event</b></p> <p>This unit is about the first railway in England, which opened locally in 1830. They would house the locomotive that would be chosen at the Steam Train Trials for the Liverpool and Manchester Railway. The children will find out who Robert Stephenson was and, using historical images, will investigate the competition entries for the steam trails. They will also explore how the locomotive developed over time. They will look at the creation of the nine arches bridge (Sankey Viaduct) as well as its creator William Alcard and the significance of Queen Victoria and Prince Albert in the development of the railway.</p>		<p><b>Who were the great explorers?</b></p> <p>In this unit children learn about the lives of significant individuals in the past who have contributed to national and international achievements (namely, Ibn Battuta, Captain Cook, Roald Amundsen, Captain Scott).</p> <p>Children learn the difference between 'significant' and 'famous' individuals. They will also develop their chronological understanding by sequencing key events within each explorer's life.</p> <p><b>Significant Individuals- Women in Science</b></p> <p>The purpose of this unit is for children to learn that throughout history nurses, doctors, scientists and others have devoted their lives to looking after others and helping to develop cures for illness and disease. Florence Nightingale and Mary Seacole raised nursing standards and cared for injured soldiers during the Crimean War. Edith Cavell and Marie Curie helped soldiers injured in World War 1. Many other <b>significant individuals</b> have been involved in the development of cures for illness and diseases or caring for those who are ill.</p>
Year 3	<p><b>Stone Age through Bronze Age to Iron Age</b></p> <p>In this unit children will learn about changes in Britain from the Stone Age to the Iron Age. They will learn that people have lived in Britain for a very long time and that this period of study covers over 10,000 years of history. The children will learn about: the late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts, tribal kingdoms, farming, art and culture.</p>		<p><b>Ancient Civilisations, focusing on Ancient Egypt</b></p> <p>In this unit, children learn about the achievements of the earliest civilisations including those of the Ancient Sumer, The Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study Ancient Egypt in more depth. Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them (particularly their reliance on the rivers they were built around).</p>
Year 4	<p><b>What was our town like in the past?</b></p> <p>In this unit, the children will find out how our town developed and grew. They will study the rise of coal mining in the area, with particular focus on Parkside Colliery- the last mine in the area to close in 1993- and the development of the local glass industry.</p> <p>They will use sources, such as census data, to develop their understanding of what people did in the past. As part of this unit, they will also study how the town, including its transport routes and key buildings, has developed and changed. The children will use the book created by St Helens school children (Coaly and Paney) as a stimulus for their work.</p>	<p><b>EUROPE PAST AND PRESENT - Roman Britain</b></p> <p>The Roman invasion of Britain was hugely significant in shaping the British nation. The learning within this unit focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result. Due to the huge amount of evidence that exists around this period in British history, it provides an ideal opportunity for a visit to an archaeological site and museum, which will be the Roman Museum and amphitheatre in Chester. During this study, the children will also learn about Julius Caesar's attempted invasion in 55-54 BC, their army's successful invasion by Claudius and conquest, including Hadrian's Wall, Boudica's role in the British resistance, the 'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity.</p>	

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Year 5	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>In this unit children learn about Britain's settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time. They will learn where in Britain the Anglo-Saxons settled, their ways of life and about some of the tensions caused by their settlement.</p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>This unit will follow on from the above theme which will be delivered in the preceding half-term. Learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in the preceding half-term. The children will study The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.</p>	<p><b>Ancient Greece</b></p> <p>In this unit, children will learn how Ancient Greece was a time which saw the emergence of great philosophers, a passion for the arts and the development of governance. The learning focuses on life in Ancient Greece and the impact that their thinking and ideas have had on the western world. There will be a particular focus on Ancient Greece's contributions to democracy and the theatre. They will explore Ancient Greece's democratic systems and compare them to those used in UK today. They will also explore the theatre's role in providing entertainment, both then and now.</p>	
Year 6	<p><b>How did the two world wars impact Liverpool?</b></p> <p>As part of a Remembrance Day project with Year 6 classes from our school network, the children will develop a chronological understanding of the two world wars. They will then investigate The Blitz and its impact on Liverpool, including the evacuation of children and an empathy of what that would have been like. They will then visit the city to view a key landmark that was affected by The Blitz. Whilst there, they will see the recent monument to commemorate Armistice Day and study the underpinning true story. The children will then join with local schools' Year 6 classes to celebrate this learning at the Lowe House Church remembrance service in the town centre. They will also look at the impact of the war on Newton-le-Willows including stories of evacuation to Newton-le-Willows from nearby cities.</p>		<p><b>Mayan Civilisation</b></p> <p>The learning within this unit focuses on a non-European society that provides contrasts with British history e.g. Mayan civilization c. AD 900. The children will learn about the region than the Maya lived and what this area is known as today and their culture. The learning focusses on the structure of Maya society, as well as the impact their life still has in the modern-day world. They will explore the Maya writing and numeration system and the importance of gods, goddesses, sun, moon and planets to the Maya. They will also explore Maya life that still exists today.</p>

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