

'Shine like stars in the world. 'Philippians 2:15



St Paul's Church of England Primary School

History ***Long Term Curriculum***

Units to alternate with Geography.

Years 2, 4 and 6 teach History units in Autumn, Spring and Summer 1

Years 1, 3 and 5 to teach History units in Autumn, Spring and Summer 2

	Autumn	Spring	Summer	Fieldwork Opportunities/ Possible trips
R	<p>Understanding the World 13. Past and Present ELG using the children's own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations. Enquiry 1: How have I changed since I was a baby? Enquiry 2: Why do we wear different clothes at different times of the year? Enquiry 3: What are our favourite celebrations each year?</p>			
Y1	<p><u>Toys Through Time</u> Key Question: How are our toys and games similar to those of our parents and grandparents and how are they different? Disciplinary Strand:</p> <ul style="list-style-type: none"> • Similarity and Difference • Continuity and change • sources and evidence 	<p><u>Queen Elizabeth II, Elizabeth I and Queen Victoria</u> Key Question: Why are these monarchs significant and how has life changed during their reigns? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Historical Significance • Similarity and difference • Continuity and change 	<p><u>Going to the Seaside</u> Key Question: Why do people go to the seaside for holidays and have seaside holidays changed? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Continuity and change • sources and evidence 	Bethnal Green Museum of Childhood or the Horniman Museum Seaside trip to Walton on the Naze
Y2	<p><u>Remembrance Day</u> Key Question: What are we remembering on Remembrance and why was Walter Tull significant? (Local Study - war memorial) Disciplinary Strand:</p> <ul style="list-style-type: none"> • Historical Significance 	<p><u>The Great Fire of London</u> Key Question: Why did the fire burn so many buildings and what impact did it have on London? (Local Study - London) Disciplinary Strands:</p> <ul style="list-style-type: none"> • Cause • Consequence • Continuity and change 	<p><u>Famous Nurses</u> Key Question: Why were Florence Nightingale, Mary Seacole and Edith Cavell significant and who made the most important contribution to nursing? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Historical Significance • Similarity and difference • Continuity and change 	The Museum of London Local war memorial St Paul's

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<p>Y3</p>	<p><u>Stone Age to Iron Age Britain</u> Key Question: What were the most significant changes during this time for people living in Britain? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Continuity and change • Sources and evidence 	<p><u>Achievements of earliest civilisations and a case study of Ancient Egypt</u> Key Question: What were some of the key features of the earliest civilisations and how can we find out about the life of the people who lived in them? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Similarity and difference • sources and evidence 	<p><u>The Roman Empire and its impact on Britain (Local Study – London and Verulamium)</u> Key Question: Why did the Romans travel so far to invade Britain and how did they impact life for people living there? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Cause • Consequence • Continuity and change 	<p>Celtic Harmony The British Museum Verulamium</p>
<p>Y4</p>	<p><u>Britain's settlement by the Anglo Saxons and Scots.</u> Key Question: Was this really a dark age? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Cause • Consequence • Continuity and change • Sources and evidence 	<p><u>The Viking and Anglo-Saxon struggle. England until the time of Edward the Confessor.</u> Key Question: Were the Vikings simply pirates? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Cause • Consequence • Continuity and change • Sources and evidence 	<p><u>Islamic civilisation including Baghdad c.AD900</u> Key Question: What do we owe to early Islamic civilisation? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Similarity and difference • Sources and evidence • Historical Significance 	<p>West Stow Anglo Saxon Village The V&A The British Museum</p>
<p>Y5</p>	<p><u>The Changing power of the monarchy</u> Key Question: Resources Why do we have a Queen and a Prime Minister? (Local Study - Houses of Parliament/Tower of London) Disciplinary Strands:</p> <ul style="list-style-type: none"> • Cause • Consequence • Historical Significance • Continuity and change 	<p><u>Ancient Greece – a study of Greek life and achievements and the legacy of Greek Culture</u> Key Questions: How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today? (Extended unit taught over more than 6 lessons) Disciplinary Strands:</p> <ul style="list-style-type: none"> • Continuity and change • Sources and evidence • Historical Significance 	<p><u>Journeys: the story of migration to Britain</u> Key Question: How did Britain become a multicultural society ? (Shorter unit as recaps themes from Year 4 particularly and some groups are discussed in more detail in Year 6) (Local Study – Brick Lane) Disciplinary Strands:</p> <ul style="list-style-type: none"> • Similarity and difference • Historical Significance • Continuity and change 	<p>The Tower of London The Houses of Parliament Brick Lane</p>
<p>Y6</p>	<p><u>WW2 The Home Front and the Battle of Britain</u> Key Question: What was life like in Britain during World War II? Disciplinary Strands:</p>	<p><u>Black and British</u> Key Question: How have Black people been treated in Britain and how has that changed? Disciplinary Strands:</p> <ul style="list-style-type: none"> • Cause 	<p><u>Beyond Face Value – thematic unit looking at sources</u> Key Question: How can we use sources to help us build a historical understanding and what kinds of questions should we be asking when using them?</p>	<p>RAF Hendon Imperial War Museum School Journey National Portrait Gallery</p>

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	<ul style="list-style-type: none">• Cause• Consequence• Sources and evidence• Historical Significance	<ul style="list-style-type: none">• Historical Significance• Continuity and change	Disciplinary Strands: <ul style="list-style-type: none">• Sources and evidence	
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