

History Long Term Plan 2025-2026

	Autumn	Spring	Summer
Year N	<p>Autumn 1 The children will begin to make sense of their own life-story and family's history.</p> <p>Autumn 2 The children will begin to show interest in different occupations.</p>	<p>Spring 1 The children will begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Spring 2 The children will begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Summer 1 The children will begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Summer 2 The children will explore how things work. Talk about what they see, using a wide vocabulary. The children will begin to use language of time</p>
Year R	<p>Autumn 1 The children will explore their basic family composition, e.g. child, parents, grandparents. They will talk about the lives of the people around them. They will name some members of their family and talk about them and talk about themselves and some of the ways they have changed</p> <p>Autumn 2 The children will explore celebrations around the world, e.g. Christmas and Diwali. They will talk about changes that have happened to them throughout their life.</p> <p>They will become more aware of the past linking themselves and their family and how it has changed</p> <p>They will talk about what they can see in pictures of the past (Christmas celebrations)</p> <p>They will begin to understand the concept of yesterday and tomorrow</p> <p>They will begin to understand that events happen in the past and in the future</p>	<p>Spring 1 The children will talk about their family and people in the community and their roles. (People Who Help Us)</p> <p>The children will talk about what they have heard and seen in stories and picture books and how this is different/ the same.</p> <p>Spring 2 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. For example, Easter.</p> <p>They will talk about the past e.g. no television, different toys/ clothes/ transport using photos and physical artefacts.</p>	<p>Summer 1 The children will Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Summer 2 The children will give similarities and differences between the past and now talk about the past using books, artifacts and stories talking about the characters, settings and events.</p> <p>Children will talk about changes that have happened within their family's lifetimes e.g. talking to grandparents about holidays etc.</p>
Year 1	<p>The Great Fire of London</p> <p>NC Strand (s): events beyond living memory</p>	<p>How have things changed since our grandparents were at school?</p>	<p>How has technology changed our lives?</p> <p>NC Strand (s): changes within living memory and significant individuals</p>

	<p>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>NC Strand (s): changes within living memory</p> <p>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>	
Year 2	<p>Significant Individuals- Women in Science</p> <p>NC Strand (s): significant individuals</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 significant individuals have been involved in the development of cures for illness and diseases or caring for those who are ill.</p>	<p>Who were the great explorers?</p> <p>NC Strand (s): significant individuals</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). 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>The First Railway – a significant local event</p> <p>NC Strand (s): significant historical events, people and places in our locality</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 trials. 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>
Year 3	<p>Stone Age through Bronze Age to Iron Age</p> <p>NC Strand (s): changes in Britain from Stone Age to Iron Age</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</p>	<p><i>Geography focus in the Autumn Term</i></p> <p>Ancient Civilisations, focusing on Ancient Egypt</p> <p>NC Strand (s): the achievements of the earliest civilisations</p> <p>In this unit, children learn about the achievements of the earliest civilisation of Ancient Egypt in depth. Children will learn about how the Ancient Egyptians relied on The River</p>	

	<p>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>Nile, the Gods, the pyramids, hieroglyphs and mummification. They will also learn how each of these aspects of their lives interwoven with each other and influenced their daily lives.</p>
Year 4	<p>EUROPE PAST AND PRESENT - Roman Britain</p> <p>NC Strand (s): The Roman Empire and its impact on Britain</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>	<p>What was our town like in the past?</p> <p>NC Strand (s): a local history study</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. 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><i>Geography focus in the Summer Term</i></p>
Year 5	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Ancient Greece</p> <p>NC Strand (s): Ancient Greece</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</p>	<p><i>Geography focus in the Summer Term</i></p>

	<p>NC Strand (s): Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle</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>Viking and Anglo-Saxon struggle for the Kingdom of England</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>Year 6</p> <p>How did the two world wars impact Liverpool?</p> <p>NC Strand (s): a local history study</p> <p>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</p>	<p><i>Geography focus in the Spring Term</i></p>	<p>Mayan Civilisation</p> <p>NC Strand (s): a non-European society</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</p>



Newton-le-Willows Primary School

Nurture the Potential to Succeed



<p>will then visit the city to view a key landmark that was affected by The Blitz.</p> <p>Whilst there, they will see the monument to commemorate Armistice Day and study the underpinning true story.</p> <p>The children will have previously joined with local schools' in the area to attend the Remembrance Day Parade. 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>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>
---	--	---

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence