



St Anthony of Padua Catholic Primary School Long Term Plan
History



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception (Knowledge and Understanding of the World) | -Talk about past and present events in their own life and in the lives of family members. People and Communities | | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. People and Communities | | -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. Past and Present | |
| | Toys Enquiry Question Are our toys more fun than Grandma and Grandad's childhood toys? Disciplinary Focus: change/continuity | | Intrepid Explorers Enquiry Question Significant explorers: Why do we remember Neil Armstrong and Christopher Columbus? Disciplinary focus change /continuity | | Two Queens called Elizabeth Elizabeth II and Elizabeth I Enquiry question Which queen was more important? Disciplinary focus similarity/difference | |
| Year 2 | Local Study: Sudley House and the Holt family. The Beatles Sudley House and the Holt Family Enquiry Question: What did George and Emma Holt do for the people of Liverpool? | | The Great Fire of London Enquiry Question: How did the Great Fire of London spread so quickly? Disciplinary Focus: evidential thinking | | The Stone Age- living in a 'hunter-gatherer' society Enquiry Question: How do we know about the Stone Age? Disciplinary Focus: evidential thinking | The Neolithic Age Enquiry Question: What changed during the Neolithic Age? Disciplinary Focus: change and continuity |

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| | The Beatles Enquiry Question: Why were the Beatles so famous? Disciplinary focus: change and continuity Disciplinary Focus: causation | | | | | |
| Year 3 | The Metal Ages Enquiry question What changed during The Metal Ages? Disciplinary Focus: change and continuity | Ancient Egypt Enquiry Question: How much did Ancient Egypt change over time? Disciplinary focus: change/continuity | Cradles of Civilisation Enquiry Question: How similar and how different were Ancient Egypt and Ancient Sumer? Disciplinary focus: similarity and difference Indus Valley Civilisation Enquiry Question: How do we know about the Indus Valley civilisation? Disciplinary focus: evidential thinking | Persia and Greece Enquiry Question: What did Greek city-states have in common? Disciplinary focus: similarity and difference | Ancient Greece Enquiry Question: What can historians learn from the sources from Ancient Greece? Disciplinary focus: evidential thinking | Alexander The Great Enquiry Question: How did Alexander the Great conquer so much? Disciplinary focus: causation |
| Year 4 | The Roman Republic Enquiry Question: How did Rome become so powerful? Disciplinary focus: causation | The Roman Republic Enquiry Question: What can sources reveal about Roman ways of life? | Roman Britain Enquiry Question: What changed in Roman Britain? Disciplinary focus: change/continuity | Christianity in three empires (300-600CE) Enquiry Question: How did rulers change Christianity? | Islamic Civilisations (1) Arabia and early Islam Enquiry Question: Why did Islam spread so far and so fast | Islamic Civilisations (2) The Rise of Islam Enquiry Question: How did worlds come together in Cordoba? |

| | | Disciplinary focus: evidential thinking | | Disciplinary Focus: similarity and difference | Disciplinary Focus: causation | Disciplinary focus: similarity and difference |
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| Year 5 | Islamic Civilisations (3) Enquiry Question: Why were there so many restless minds in Cordoba and in Baghdad? Disciplinary focus: Causation | Anglo-Saxon Britain Enquiry Question: How have historians learned about Anglo-Saxon Britain? Disciplinary focus: evidence | Vikings in Britain (1) Lady of the Mercians Enquiry Question: Why did Vikings dominate large parts of Britain by 910? Disciplinary focus: causation | Norse culture Enquiry Question: How were the Norse connected with other lands and peoples? Disciplinary focus: similarity and difference | Vikings in Britain (2) Changing Rulers, Changing Worlds Enquiry Question: How did the Vikings shape Britain? Disciplinary focus: change/continuity | Local history study – school-designed unit Enquiry Question: Why does our knowledge of the Vikings on Merseyside keep on changing? Disciplinary focus: evidence |
| Year 6 | The Maya Enquiry Question: How do historians know about the Maya? Disciplinary focus: evidential thinking | Medieval African kingdoms Enquiry Question: How similar and different were medieval Ethiopia and Benin? Disciplinary focus: similarities and difference | Cities in time 1 Shock cities Enquiry Question: Why did Manchester change so rapidly in the 19th century? Disciplinary focus: causation | | Britain in the era of the Second World War Enquiry Question: What was the impact of World War II on Britain? Disciplinary focus: change | Local history study – Liverpool in the era of the Second World War Enquiry Question: What was the impact of World War II on Liverpool? Disciplinary focus: change |