

	History Long Term Plan	<p>We started planning the history curriculum by looking at the KS2 objectives. We gave each KS2 class two of the history objectives each. We then gave each class one History unit that focused on Britain since 1066. Within this, we included themes that reflected the current context and our local area: Titanic (to explore the link between the ship and our neighbouring city, Liverpool); The Black Death (to link to Covid and the Great Fire of London in Year 2); Crime and Punishment (to link to the Year 5 trip to the Tower of London and Houses of Parliament), and; Peterloo Massacre (to reflect Manchester's history). There is also a local unit on the Industrial Revolution. We changed our early civilisation unit to Baghdad AD 900 to reflect our growing Muslim community.</p> <p>We then added the KS1 history units thinking about what knowledge could support their learning further up school. We have devised 'Golden Threads' that run throughout the units that teachers will come back to.</p>		
Golden Threads		Equality	Settlement	Democracy
Autumn		Spring		Summer
Subject content Key stage 1				
Year 1	A1 - Memory Box Change & continuity	Sp1 - My Local Area Change & continuity	Su1 - History Makers Significant individuals/ cause & consequence	
Main teaching points	What would you put in a memory box? Children learn about how they have changed since they were a baby and how that will continue to adulthood. They will learn about toys that they used to play with when they were babies compared to now and look at toys from a long time ago.	What was Wythenshawe like in the past? Children learn about the changes in Wythenshawe's history over the years. They will examine photos from the old school and compare it to school now. Including recent changes to the school. They will compare other changes in Manchester such as the introduction of the tram.	Who is the greatest history maker? Children investigate the lives of significant individuals in the past who have contributed to national and international achievements. They will think about why people acted like they did. They will make a judgement and justify their decision about who is the greatest history maker of all.	
Trips and/or experiences		Walk around the local area	Trip to Civic Barnardos	
Key links	Link to EYFS Me & My Family and All About Me, Science- animals including humans	Link to EYFS Places to Visit	Links to famous people from Manchester, e.g. Dr Banardo/ Emmeline Pankhurst	
Year 2	A1 - The First Flight Significant individuals	Sp1 - Great Explorers Significant individuals	Su1 - Great Fire of London cause & consequence	
Main teaching points	Which famous pilot was the most important? Children will learn about the key people involved in the history of flight and make links with Manchester Airport. They will explore the first flight by the Wright brothers as well as inspirational stories of Bessie Coleman and Amelia Earhart and how this links with equality.	What does it take to be a great explorer? Children will find out about the lives of significant explorers who have discovered land across the world. They will think about the types of settlement discovered and how settlements changed after they became inhabited. They will reflect on the achievements of the people they studies.	What happened to London after the great fire? Children will use sources to investigate the main causes of the Great Fire of London and compare life back then with now. They will investigate the buildings and streets and think about why the fire caused so much damage.	
Trips and/or experiences	Trip to Manchester Airport			
Key links	Link to EYFS Transport & Travel Link to Y1 Our Local Area Amelia Earhart/ Bessie Coleman- make links with Manchester airport	Year 1- Robert Scott (extreme weather)	Link to EYFS People Who Help Us Year 4- The Black Death	
Subject content Key stage 2:				
Year 3	Sp1 - Prehistoric Britain Change & continuity	Sp2 - Ancient Greeks Significant individuals/ cause & consequence	Su2 - Titanic Significant events/ cause & consequence	

Main teaching points	Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Children explore the changes in Britain from the Stone Age to the Iron Age. They will pay particular focus to settlement and what life was like during these times.	Why are the Ancient Greeks still important today? Children will learn about how the Ancient Greeks have impacted on life today, including the Olympic games and writing. They will begin explore significant leaders in history and think about the qualities they held. They will learn about how the democracy of the land impacted on war.	Why did so many people die on the Titanic? Children will learn about the journey of the Titanic and why it was considered such cause & consequence life aboard the Titanic and make links to children's rights and discrimination. They will think about how the class system on the boat contributed to the amount of people who lost their lives on the ship.
Trips and/or experiences		Trip to Manchester Art Gallery	
Key links	Link to Y3 Science (Rocks & Soils)		Link to Windrush (Y3 Black History Month)
Year 4	A1 - Romans Change & continuity/ Significant people	Sp1 - Anglo Saxons & Scots Change & continuity	The Black Death Significant event, Change & continuity
Main teaching points	How did the arrival of the Romans change Britain? Children will explore the concept of invasion and think about reasons why the Romans might have chosen to invade Britain. They think particularly about how Britain's settlements changed after the arrival of the Romans as well as thinking about key leaders and their qualities.	What was important to the Anglo Saxons? Children develop their understanding of how Britain has changed through history and learn what types of settlements were most common during the Anglo-Saxon reign. They explore religion and discuss the right to follow your own religion.	Can disease change the world? Children will explore global pandemics of the past and learn about the Black Death, how it spread and how it impacted on people living at that time. They will make links to the recent Covid outbreak and think about why a good standard of living is important.
Trips and/or experiences	Trip to Chester for Roman Experience		Trip to Eyam
Key links	Link back to the Ancient Greek leaders	Link back to the Romans	Link back to Y2 Great Fire of London Link to recent pandemic
Year 5	A1 - Industrial Revolution Change & continuity/ cause & consequence	Sp2 - Ancient Egypt Change & continuity	Su2 - Crime and Punishment Change & continuity, Cause & Consequence
Main teaching points	Why was the Industrial Revolution so important for Manchester? Children will explore what life was like during the Industrial Revolution in Manchester. They will learn about how Manchester changed when the cotton mills and factories were established and think about whether they would like to live during this time.	Why did the Egyptians build the Pyramids? Children explore life in an ancient civilisation. They will learn about their religious beliefs and ceremonies and think about whether life was fair for Egyptians.	How and why has crime and punishment changed over time? Children will explore the changes in types of crimes committed and the punishments that people have received since the Roman times to current day. They will think about some of the possible reasons for this and explore law, democracy and fairness.
Trips and/or experiences	Trip to Manchester/Central Library/old mill buildings/ canals/Styal Mill	Trip to Manchester Museum	Trip to London
Key links	Link to Y1 History Makers (Dr Barnardo) Look at Irish Migration to Manchester		Link to Y1 History Makers (Guy Fawkes) Link to Y2 Great Fire of London Link to London trip & Tower of London
Year 6	A1 - Vikings Change & continuity	Sp1 - Baghdad	Su1 - Peterloo Massacre Significant events/ Cause and consequence
Main teaching points	How close did the Vikings get to taking over the country?	What were the difference between the Golden ages and Dark ages?	Why should we remember Peterloo? Children will develop their understanding of life in Manchester in the past and think about reasons for

	Pupils will extend on their learning on invaders and settlers from year 4 and learn about how Viking life compared to Romans and Anglo Saxons. They will learn about the types of settlement that the Vikings developed and find out how great Alfred the Great really was.	Children will learn about Bagdad in 900AD and compare life in Bagdad to London during this time. They will discover the impact that other civilisations have had on their lives today	the Peterloo Massacre. They will investigate sources and think about how this tragic event has impacted on Britain today.
Trips and/or experiences	Trip to Tatton Park	Trip to a mosque	Trip to St Peter's Square, Central Library, People's History Museum
Key Links	Link to Y4 Romans and Anglo Saxons	Link to Y6 Vikings (same time period as Vikings) Link to Y4 Megacities Link with St Mary's	Link to Y1 History Makers Link to Y5 Industrial Revolution