



# Backworth Park Primary School Long Term Plan History

	Throughout the Early Years Learning Journey. ME AND MY FAMILY – Do humans stay the same? ST JOHN'S – Has Backworth changed over time? Suggested Educational Visit- local area walk DINOSAUR ROAR! Why are dinosaurs not here now?		
	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> <li>○ Talk about their own families.</li> <li>○ Notice and talk about differences between people.</li> <li>○ Begin to make sense of their own life history, birthdays etc.</li> <li>○ Talk about different celebrations like bonfire night, Halloween.</li> <li>○ Compare new and old buildings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to develop positive attitudes about the differences between people E.g Chinese New Year</li> <li>○ Improve techniques with a range of action and reaction toys.</li> <li>○ Describe traditions in St John's Church, weddings, baptism etc.</li> <li>○ Understand the key features of the lifecycles of a plant and an animal.</li> <li>○ Talk about what they see, continuing to use wider vocabulary</li> <li>○ Know that dinosaurs use to exist in the past and understand that artefacts tell us about the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed</li> <li>○ Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs</li> <li>○ Narrate, a stage at a time, the way a growing plant or animal is changing.</li> <li>○ Recognise self in baby photographs and relate simple family stories about babyhood.</li> <li>○ Name family members in photographs, putting them in age order.</li> <li>○ Make connections between the features of their family and other families.</li> <li>○ Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.</li> <li>○ Knows that their friends might do things differently to them, like eating different foods at home, or we might have at different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year</li> </ul>
Reception	<ul style="list-style-type: none"> <li>○ Talk about the Autumn changes to trees and woodland plants that I observe.</li> <li>○ Identifying their family by commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>○ Know that children were babies in the past and adults were children.</li> <li>○ Gather photographic evidence of selves and family; order in a simple timeline; ask and answer questions about history of own identity.</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe changes to trees and woodland plants in winter and comparing to other seasons.</li> <li>○ Describe changes to trees and woodland plants in spring.</li> <li>○ Describe and re-enact traditions from Luna New Year celebrations.</li> <li>○ Name other special buildings in our community and explain their function through small world reenactment. (Church, shops hairdressers, vets).</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe changes to trees and woodland plants in summer.</li> <li>○ Learn about important events in our past and a significant historical figure.</li> <li>○ Explore non-fiction texts that offer an insight into contrasting environments.</li> <li>○ Compare traditions observed at the beach in the past and present.</li> </ul>



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	<ul style="list-style-type: none"> <li>○ Talk about what they do with their family and places they have been.</li> <li>○ Describe and explain the change of state with cheese and clay.</li> <li>○ I can recognise and describe special times or events for family or friends e.g. bonfire night</li> <li>○ Describe family Christmas Traditions.</li> <li>○ Use key buildings such as St John's; establish connections with real people; children recognise new and old buildings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify similarities and differences between babies and 4-year olds.</li> <li>○ Describe how people change in the first 4 years of life.</li> <li>○ Identify similarities and differences between 4-year olds and adults.</li> <li>○ Explain the life cycle of a plant and what they need to grow.</li> <li>○ Begin to develop an understanding of growth, decay, changes over time and how we can protect our plants.</li> <li>○ Sequence the life of a baby chick from hatching to maturity</li> </ul>	
	Autumn	Spring	Summer
	<p>GEORGE STEPHENSON</p> <p><u>Was George Stephenson important to our local transport industry?</u></p> <p><i>Suggested Educational Visit- Stephenson Railway Museum</i></p>	<p>DOWN UNDER</p> <p><u>Who is James Cook and what did he discover?</u></p>	<p>THE ROYAL FAMILY</p> <p><u>What positions to the royal family hold and what are the key events</u></p>
Year 1	<ul style="list-style-type: none"> <li>- Introduce George Stephenson through stories and images. Discuss his role in developing the steam locomotive and local transport.</li> <li>- Explore the invention of the first locomotive, the Locomotion No. 1.</li> <li>- Discuss how trains changed travel and transport-</li> <li>- Investigate the features of different trains through history and how they work.</li> <li>- Discuss the impact of Stephenson's inventions on the local area and the transport industry.</li> <li>- Explore how his work influenced modern transport.</li> <li>- The Impact of Railways on Local Communities</li> <li>- Compare the experience of traveling by train today versus in Stephenson's time.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce James Cook through stories and visuals. Discuss his role as an explorer and navigator.</li> <li>- Discuss Cook's journeys in the Pacific. Use maps to trace his routes and identify places he discovered.</li> <li>- Investigate the ships James Cook used for his voyages (e.g., HMS Endeavour). Discuss their features and why they were important for exploration.</li> <li>- Explore the indigenous peoples Cook encountered during his voyages. Discuss their cultures and how Cook's arrival impacted them.</li> <li>- Identify key discoveries made by Cook, such as New Zealand and Australia. Discuss their significance.</li> <li>- Create a simple map showing Cook's journeys and discoveries. Discuss the importance of mapping in exploration.</li> <li>- Discuss how Cook's discoveries influenced the world and perceptions of the Pacific region.</li> <li>- Compare James Cook to modern explorers.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the current royal family with pictures. Discuss the roles of key figures</li> <li>- Discuss the concept of monarchy. Explore what it means to be a royal</li> <li>- Explore how Royals differ in comparison to other leaders.</li> <li>- Identify significant events in British royal history- create a simple timeline of key events.</li> <li>- Explore traditions associated with the royal family (e.g., Trooping the Colour). Discuss their significance and how they connect to history.</li> <li>- Investigate what a typical day looks like for a member of the royal family.</li> <li>- Compare the royal day with their own daily routines.</li> <li>- Discuss the relationship between the royal family and the public. Explore public events where they interact with citizens (e.g., public appearances).</li> </ul>



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	GREAT FIRES OF LONDON/ GATESHEAD <u>What caused the fires and why?</u> <i>Suggested Educational Visit- Quayside Walk</i>	MATTHEW HENSON <u>Who was he and what did he discover?</u>	GRACE DARLING <u>Who is she and why is she important to our region?</u> <i>Suggested Educational Visit- Grace Darling Museum</i>
Year 2	<ul style="list-style-type: none"> <li>- Introduce the Great Fire of London and Gateshead through storytelling.</li> <li>- Sequence events leading up to the fires on a timeline.</li> <li>- Explore the causes of the fires (e.g., materials, buildings, weather).</li> <li>- Compare how fire-fighting methods differ between the past and present.</li> <li>- Investigate Samuel Pepys and his diary as a historical source.</li> <li>- Create a simple map to show the spread of the fire in London.</li> <li>- Discuss how people's lives were affected by the fires.</li> <li>- Compare two accounts of the fire and discuss reliability.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Matthew Henson and his Arctic exploration.</li> <li>- Map his journey to the North Pole and discuss the challenges he faced.</li> <li>- Explore the equipment and tools used by Henson during his expeditions.</li> <li>- Discuss why his story is less well-known than others and explore themes of representation.</li> <li>- Use photographs and artefacts to understand the Arctic environment.</li> <li>- Extended studies Compare his achievements to those of other explorers (e.g., James Cook, Neil Armstrong, Christopher Columbus).</li> <li>- Discuss what makes a source reliable or unreliable.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Grace Darling's story through a dramatic retelling.</li> <li>- Map out the geography of the Farne Islands and understand the setting of her rescue.</li> <li>- Explore the reasons why she became a local hero.</li> <li>- Extended study compare her actions with other women heroes from history (Mary Seacole, Harriet Tubman)</li> <li>- Study paintings and photos of Grace Darling's rescue and discuss how they represent the event.</li> <li>- Discuss how stories about her have changed over time.</li> <li>- Create a timeline of key events in her life and achievements.</li> </ul>
	STONE AGE V IRON AGE <u>How did they live and how do we know?</u>	THE ANCIENT EGYPTIANS <u>What did they achieve and how?</u>	THE ROMANS <u>How did the Romans change Britain?</u> <i>Suggested Educational Visit- Arbaea or Segedunum Roman Fort</i>
Year 3	<ul style="list-style-type: none"> <li>- Introduce the Stone Age and Iron Age through stories and artefacts.</li> <li>- Compare daily life in the Stone Age and Iron Age (e.g., food, shelter, clothing).</li> <li>- Sequence major changes between the Stone Age, Bronze Age, and Iron Age on a timeline.</li> <li>- Explore cave paintings and discuss what they tell us about Stone Age life.</li> <li>- Investigate Iron Age hillforts and how they were constructed.</li> <li>- Use artefacts to discuss what we can learn about life in these periods.</li> <li>- Compare Stone Age hunting with Iron Age farming and settlement.</li> <li>- Compare life in the Stone Age and Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Ancient Egypt and locate it on a world map.</li> <li>- Discuss the importance of the River Nile in Egyptian life.</li> <li>- Explore the process of mummification and its cultural significance.</li> <li>- Study hieroglyphics and create their own messages using this writing system.</li> <li>- Compare Egyptian pyramids with Stone Age monuments like Stonehenge.</li> <li>- Investigate the life of a Pharaoh and his role in society.</li> <li>- Building the Pyramids: Engineering and Daily Life</li> <li>- Explore Egyptian gods and mythology through storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the Romans and their arrival in Britain through discussing why the Romans invaded and settled in Britain.</li> <li>- Explore Roman roads and their impact on travel and trade.</li> <li>- Compare Roman homes with Iron Age roundhouses.</li> <li>- Study Hadrian's Wall and its purpose.</li> <li>- Use Roman artefacts to understand daily life in Roman Britain.</li> <li>- Life in a Roman fort- local area study of life in the North East under Roman rule.</li> <li>- Roman Entertainment: Gladiators and Amphitheatres</li> <li>- Discuss the lasting impact of the Romans on Britain (e.g., language, architecture).</li> </ul>
	ANGLO SAXONS <u>Where did the Anglo Saxons settle and why?</u> <i>Suggested Educational Visit- Jarrow Hall</i>	THE ANCIENT GREEKS <u>What parts of Ancient Greek society do we still have now?</u>	VIKINGS TO 1066 <u>What mapping skills can we learn?</u>



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			<i>Suggested Educational Visit- Yorvik Viking Centre (residential)</i>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- Introduce the Anglo-Saxons and their reasons for coming to Britain.</li> <li>- Explore Anglo-Saxon settlements and use maps to locate key areas.</li> <li>- Compare Anglo-Saxon village life to that of the Romans.</li> <li>- Study artefacts from the Sutton Hoo burial to understand Anglo-Saxon beliefs.</li> <li>- Discuss the role of kings and warriors in Anglo-Saxon society.</li> <li>- Local Area Study: Bede and Anglo-Saxon Christianity</li> <li>- Study the life and work of the Venerable Bede and his impact on recording Anglo-Saxon history.</li> <li>- Use sources like the Anglo-Saxon Chronicle to learn about historical events.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Ancient Greece and its influence on modern society.</li> <li>- Explore Greek mythology and its cultural significance.</li> <li>- Compare the ancient and modern Olympic games.</li> <li>- Discuss the role of democracy in Ancient Athens.</li> <li>- Study the architecture of Greek temples and their purposes.</li> <li>- Compare the lives of Spartans and Athenians.</li> <li>- Explore Greek theatre and create a simple play.</li> <li>- Philosophy and Thinkers of Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the Vikings and their reasons for raiding Britain.</li> <li>- Map Viking routes and settlements in Britain.</li> <li>- Compare Viking longhouses with Anglo-Saxon homes.</li> <li>- Study Viking ships and their design for raiding and trading.</li> <li>- Explore Viking beliefs and myths through storytelling.</li> <li>- Compare different accounts of Viking raids (Viking and Anglo-Saxon perspectives).</li> <li>- Create a timeline of key events leading to 1066.</li> <li>- Discuss the impact of the Viking invasions on Anglo-Saxon England.</li> </ul>
	<p>TUDOR BRITAIN</p> <p><u>What legacy did he leave?</u></p> <p><i>Suggested Educational Visit - Houses of parliament (residential)</i></p>	<p>THE INDUSTRIAL REVOLUTION</p> <p><u>What changes took place in Tyneside during this time?</u></p>	<p>CRIME AND PUNISHMENT</p> <p><u>How has this changed over time?</u></p> <p><i>Suggested Educational Visit – Magistrates or Courts visit</i></p>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- Introduce the Tudor period and place it on a timeline.</li> <li>- Explore the reign of Henry VIII and the formation of the Church of England.</li> <li>- Compare Tudor daily life with that of the Anglo-Saxons and Vikings.</li> <li>- Study Tudor portraits to understand how rulers presented themselves.</li> <li>- Explore the reign of Queen Elizabeth I as the last Tudor monarch.</li> <li>- Explore the significance of the Spanish Armada and its impact on England.</li> <li>- Discuss the lives of ordinary people during Tudor times (e.g., jobs, food).</li> <li>- Compare the clothing and culture of the Tudors to modern-day.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the Industrial Revolution and place it in the context of British history.</li> <li>- Focus on Tyneside: Map key industrial sites (e.g., shipyards, coal mines).</li> <li>- Explore the impact of the steam engine on industry and transportation.</li> <li>- Study the role of the River Tyne in transporting goods.</li> <li>- Compare working conditions in factories to those in rural areas.</li> <li>- Discuss child labour in Tyneside's factories and mines using first-hand accounts.</li> <li>- Explore local mining disaster at New Hartley and how this contributed to changing child labour laws.</li> <li>- Explore key inventions and inventors, such as George Stephenson and the locomotive.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the concept of crime and punishment through history.</li> <li>- Compare medieval punishments with Tudor punishments.</li> <li>- Explore the role of prisons during the Victorian period.</li> <li>- Study the changes in policing over time.</li> <li>- Discuss how attitudes toward crime have changed (e.g., child offenders).</li> <li>- Use case studies to explore famous historical crimes.</li> <li>- Create a timeline of key changes in the justice system.</li> <li>- Debate the effectiveness of different punishments in history.</li> </ul>
	<p>THE MAYA</p> <p><u>How can we live more sustainably?</u></p>	<p>THE WORLD WAR II</p> <p><u>What were the key events?</u></p> <p><i>Suggested Educational Visit- Victoria Tunnels</i></p>	<p>WWII Women</p> <p><u>How did Britain change as a consequence to WWII?</u></p>



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<b>Year 6</b>	<ul style="list-style-type: none"><li>- Introduce the Maya and explore where they were based.</li><li>- Explore the structure of Maya society and its social hierarchy.</li><li>- Compare Maya writing to Egyptian hieroglyphs.</li><li>- Study Mayan religious beliefs and ceremonies.</li><li>- Investigate the archaeological site of Chichén Itzá.</li><li>- Compare Mayan farming techniques to those of Ancient Egypt.</li><li>- Explore the significance of Mayan astronomy and calendar systems.</li><li>- Study the decline of the Maya and their legacy today.</li></ul>	<ul style="list-style-type: none"><li>- Introduce World War II and key events like the outbreak of war.</li><li>- Explore the experiences of evacuees and compare them to modern-day refugees.</li><li>- Study the impact of the Blitz on British cities.</li><li>- Use diaries and letters as sources to understand wartime life.</li><li>- Compare the roles of different countries in the war (Allies vs. Axis).</li><li>- Discuss the significance of D-Day and VE Day.</li><li>- Explore the role of propaganda during the war.</li><li>- Study how the war impacted north Tyneside</li></ul>	<ul style="list-style-type: none"><li>- Introduce the role of women during WWII and how it changed.</li><li>- Compare the lives of women before, during, and after the war.</li><li>- Study women's contributions on the home front (e.g., factories, Land Army).</li><li>- Explore famous female figures like Rosie the Riveter.</li><li>- Compare representations of women in wartime propaganda.</li><li>- Discuss how these changes influenced women's rights movements.</li><li>- Introduce the changes in Britain after WWII (e.g., NHS, welfare state).</li><li>- Explore the role of the Windrush generation in rebuilding Britain.</li></ul>
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