



The Holy Spirit Catholic Primary School

Long Term History Planning

History Curriculum intent

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships and beliefs between different groups.

Pupils will develop

Chronological understanding
A range of depth of historical knowledge
Historic Enquiry
Organisation and communication

National Curriculum KS1 Subject Content Pupils should be taught to:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell
- significant historical events, people and places in their own locality

National Curriculum KS2 Subject Content Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



The Holy Spirit Catholic Primary School

Long Term History Planning

National Curriculum KS1 Subject Content Pupils should be taught to:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

The Church (belief), Settlement, Legacy, Trade, Invasion			
	Autumn	Spring	Summer
Year 1/2 Cycle A	How has our school changed within living memory? <i>Golden Threads: The Church, & Settlement</i>	How did aeroplanes change the world? <i>Golden Threads: Legacy</i>	Who were some of the great explorers of the World? <i>Golden Threads: Trade, Legacy</i>
Key Knowledge	<ul style="list-style-type: none"> • I can learn about The History of The Holy Spirit School and the community of Halton Brook – • I can recall when it was it first built. • I can find out about when the School Fire was and when was rebuilt. • I can find out what different games my grandparents used to play • I can compare how our school has changed today from the time of my parents and grandparents. • I can understand a simple timeline to show when events happened in our local area. • I can place pictures of significant places, people, events, in chronological order. 	<ul style="list-style-type: none"> • I know what life was like before airplanes were invented • I can find out different ways people tried to fly before the invention of aeroplanes • I can find out about who the Wright brothers were and know why they are significant • I can recall when the first flight was • I can explain how aeroplanes have contributed to the world today 	<ul style="list-style-type: none"> • I can compare life when Ibn Battuta travelled to life today. • I can compare the life of Ibn Battuta to Christopher Columbus and explain why they are significant • I can say what life was like for Christopher Columbus and why is he significant. • I can say what Christopher Columbus discovered and some of the key events from his expedition • I can say the differences and similarities between the lives of Christopher Columbus and Ibn Battuta • I Can research and ask questions • I can say the differences and similarities between the lives of Neil Armstrong and Sunita Williams.



The Holy Spirit Catholic Primary School

Long Term History Planning

National Curriculum KS1 Subject Content Pupils should be taught to:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

The Church (belief), Settlement, Legacy, Trade, Invasion

Year 1/2 Cycle B	Autumn	Spring	Summer
	What do we remember in November? Golden Threads: The Church, Legacy and Invasion	What should we remember in the UK?	What was life under 2 Queens like? Golden Threads: The Church,
Key Knowledge	<ul style="list-style-type: none"> • I can find out about Guy Fawkes. • I can understand some of the differences in how people such as Guy Fawkes lived, compared with today. • I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered. • I can recall the events of The Gunpowder plot in order. • I can find out about what happened to the plotters after the Gunpowder Plot was discovered. • I can find out about how the Gunpowder Plot is remembered • I can explain why we have Remembrance Day and know I can explain why we wear poppies. • I can explain why November is an important time in the catholic Community 	<ul style="list-style-type: none"> • I can compare London in the past before the fire to modern day London. • I can recall when and where the fire started. • I can think how historians have used evidence to describe how and why the fire started and spread. • I can use a range of sources to find out more about GFL • I understand what makes an event significant • I can place events on a timeline • I can reflect what changes were made in London after the Great Fire of London 	<ul style="list-style-type: none"> • I can explain why castles were built and find out who lived in Halton Castle. • I can explain the role of a monarch. • I can explain who Elizabeth I is. • I can recall that Halton Castle was a used as a prison for Catholics during the reign of Queen Elizabeth I • I can explain why Princess Elizabeth became queen Elizabeth II. • I can explain what a coronation is. • I can explain who our monarch is and how they are significant in Runcorn today. • I can use evidence to compare the past to modern day under the rule of King Charles III



The Holy Spirit Catholic Primary School

Long Term History Planning

National Curriculum KS2 Subject Content Pupils should be taught to:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

The Church (belief) , Settlement, Legacy, Trade, Invasion

Year 3 /4 Cycle A	Autumn	Spring	Summer
	What do the 4 Ancient Civilisations have in common? How was Ancient ... similar or different to the other earliest cities? Golden Threads: Trade, Legacy, Settlement	How did the Ancient Greeks influence the Western world? Golden Threads: Legacy, Invasion & Trade	Where and how did the Roman Empire spread? Golden Threads: Trade, Legacy, Invasion
Key Knowledge	<ul style="list-style-type: none"> • I understand that different civilizations were developing at the same time and where they first appeared. • I can identify the major achievements of the Ancient Civilizations • I can use images of artefacts • I can say how pyramids could have been built using evidence. • I can explain the greatest achievements of the Ancient Egyptians. • I can learn about ancient beliefs in different civilizations 	<ul style="list-style-type: none"> • To find out when and where the Ancient Greeks lived. • I can use primary and secondary sources to infer information about Ancient Greece. • I can recognise the similarities and differences between life in Ancient Greece and today. • I can explain how democracy in Ancient Athens is different from that in the UK today. • I can compare the ancient Olympic Games to the modern Olympic Games. • I can identify the similarities and differences between Ancient Greek and contemporary architecture. 	<ul style="list-style-type: none"> • I can show events on a chronological Timeline relating to my past understanding of historical periods. • I can say what Britain was like in 55 B.C. and why the Romans wanted to invade Britain. • I can understand why the Roman Empire were so successful. • I can say whether it was easy for the Romans to invade and explain the reasons, using evidence. • I can explain the spread of the Roman empire



The Holy Spirit Catholic Primary School

Long Term History Planning

National Curriculum KS2 Subject Content Pupils should be taught to:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

The Church (belief) , Settlement, Legacy, Trade, Invasion

Autumn		Spring	
Year 3 /4 Cycle B	How did Britain change during the Stone Age to Iron Age? Golden Threads: Settlement	How did Britain change during the Stone Age to Iron Age? Golden Threads: Settlement	What was the impact of the Roman Empire on Britain? Golden Threads: Trade, The Church, Legacy, Invasion and Settlement
Key Knowledge	<ul style="list-style-type: none"> • I can compare different periods of time using evidence. • I can explain why it was called the Stone Age. • I can use evidence to say how people lived during the Stone Age. • I can explain how people in the Stone Age fed and clothed themselves. • I can compare the Palaeolithic, Mesolithic and Neolithic ages 	<ul style="list-style-type: none"> • I can use artefacts to understand how people lived and explain what the Bronze age was. • I can explain the impact of Bronze and Iron tools on the way people in Britain lived. • I can explain how the discovery of the Amesbury Archer helps us know about the Bronze Age. • What did tribes of people do to defend themselves during the iron age. • I can explain how settlements and landscape had changed by the Iron Age. 	<ul style="list-style-type: none"> • I can use sources of information to investigate Hadrian's Wall and say why the Roman Empire stopped here. • I can explain why roads were so important to Roman Britain and their towns. • I can compare the Romans religious beliefs with my own. • I can explain why the River Dee was important to the Romans. • I can say what impact the Romans had on the way Britons lived.



The Holy Spirit Catholic Primary School

Long Term History Planning

National Curriculum KS2 Subject Content Pupils should be taught to:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

The Church (belief), Settlement, Legacy, Trade, Invasion

The Church (belief), Settlement, Legacy, Trade, Invasion			
Autumn		Spring	
Year 5/6 Cycle A	Why is the history of transport so important in our local area? <b style="color: #FFD700;">Golden Threads: Trade, Legacy, Settlement	How did migration change over time? <b style="color: #FFD700;">Golden Threads: Settlement,	What did Darwin discover? <b style="color: #FFD700;">Golden Threads: The Church and Legacy
Key Knowledge	<ul style="list-style-type: none"> • I can explain the different kinds of transport there have been in Runcorn. • I can explain the challenges people in the past have had when using transport. • I can understand how early transport held back developments in Runcorn. • I can understand how local people reacted to the Runcorn Bridge. • I can explain the difference these improvements in transport made to Runcorn. • I can explain why changes occur in the order they did. • I can explain how far this transport continues to benefit the local community. 	<ul style="list-style-type: none"> • I can explain who the earliest people to migrate to Britain were • I can explain why the Romans, Anglo Saxons and The Vikings invaded Britain. • I can explain how trade affected migration to the UK. • I can explain the impact WWII had on migration to Britain • I can explain the Wind rush. • I can explain recent migration to the UK 	<ul style="list-style-type: none"> • I know who Charles Darwin is and can identify the era in which he lived. • I understand the Charles Darwin's theories were developed during a 5-year voyage. • I can explain how primary evidence informs us about Darwin's discoveries. • I can describe how the theory of evolution helped to shape today's world. • I can explain how the Church was affect by Darwin's discoveries. • I can explain the legacy that Darwin left behind.



The Holy Spirit Catholic Primary School Long Term History Planning

National Curriculum KS2 Subject Content Pupils should be taught to:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

The Church (belief) Settlement, Legacy, Trade, Invasion

Year 5/6 Cycle B	Autumn	Spring	Summer
	Who won what in the Viking and Anglo Saxon struggle for England? Golden Threads: The Church, Invasion, Settlement	How was the Mayan Civilization more or less advanced than Britain in AD 900? Golden Threads: Settlement,	1 week: historical evidence of Annie Edison Taylor photographs, newspaper accounts.
Key Knowledge	<ul style="list-style-type: none"> • I can explain where the Vikings and Anglo Saxons came from. • I can understand why they came to England using push/pull factors • I can explain where they settled • I can explain how they lived • I can understand the rivalry between Saxons and Vikings • I can explain who was more successful any why? 	<ul style="list-style-type: none"> • I can explain how the Mayans lived and compare this to Britain in AD 900. • I can understand Mayan beliefs and compare this to Britain in AD 900. • I can explain Mayan inventions and compare this to Britain in AD 900. • I can explain how and why were there similarities or differences between these civilisations. 	<ul style="list-style-type: none"> • I can understand the history and recall key facts about Niagara Falls. • I can understand the societal barriers Annie Edison faced during the early period of her life. • I can explain the determining factors that lead to Annie Edison going over Niagara Falls in a barrel. • I can explain the events that followed. • I can determine if Annie Edison's event was a success. • I can compare Annie Edison's event to extreme events that are carried out today.