

WHOLE SCHOOL LONG TERM MAP 2022/2023

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HISTORY	Autumn Me & my world –Night & Light	Autumn Looking Back/ Into the Woods Commenting on familiar situations in the past	Autumn Dinosaurs – Mary Anning	Autumn Intrepid explorers	Autumn Early Civilisations Stone Age to the Iron Age	Autumn Anglo-Saxons, Picts and Scots	Autumn Ancient Egypt	Autumn WWI
	Spring Let's build – people who help us	Spring All around us / New Life Comparing and contrasting characters from stories – including figures from the past	Spring Titanic	Spring Great fire of London	Spring Invaders and Settlers- The Romans	Spring Ancient Greeks	Spring A local history study - Manchester	Spring The Mayans
	Summer Let's grow - Journeys	Summer Down at the farm/By the Sea Understanding Past & Present through settings character and event s encountered in books. Looking at similarities and differences between things in the past and now	Summer Holidays past and present	Summer Castles	Summer Standedge Tunnel	Summer Henry VIII and the Tudors	Summer Vikings vs Anglo Saxons	Summer How has Britain changed since 1948?

EYFS	Understanding the World
Pre- School	Begin to make sense of their own life story and family's history
	Discussing family tree Can draw pictures of themselves and their families. Can name some family members, talk about their relationship and understand family links. Time spent with children talking about photos and memories. Encouraging children to retell what their parents told them about their life story and family.
	Understanding that all families are different Encourage children to talk about the differences they notice between people, whilst also drawing attention to similarities between different families and communities.
	Home corner & Role play areas- use a wide range of props to encourage the children to talk about each others families. (Baby clinic- Humphrey class pet etc) During RE sessions look back at history through the children's bible, celebrate different festivals and cultures and the history which surrounds them.
	ELG -Understanding the World Past and Present
Reception	Literacy - Story of the Week <ul style="list-style-type: none"> When Reception look at the story of the week, one carpet session focuses on a particular part of the story e.g. the house, clothes of the characters, transport used, towns etc.. They are then encouraged to compare them to past/ present versions. Stories included reflect both past and present situations. For example, Little Red Riding Hood includes past technology, homes which include the woodcutter using an axe and Grandma's house having a fire and wooden furniture. 'Tiger who Came to Tea' reflects present type situations, for example going out for food at a cafe and buying food from the shop. The pictures and comments made by the children are put on display on the UTW display where the children can reflect on their findings.
	Literacy- Story of the Week <ul style="list-style-type: none"> When reception look at the story of the week, certain stories offer children the opportunity to discuss different people and roles in society. For example, 'Handa's Surprise' enables the children to look at the African community and similarities and differences to ours.

	<p>Literacy- Story of the Week</p> <ul style="list-style-type: none"> When looking at the story of the week and discuss the events in the story. Children are encouraged to discuss roles explored in the books in society. For example, 'Going on a Bear Hunt', we may pretend the bear got injured and talk about where the bear would go (vets). This may lead to a 'Veterinary Surgery' being set up in the home corner. This link will be made with other stories for various roles in society e.g. doctors, dentists, travel agents etc. 			
	<p>RE</p> <p>During RE sessions, look at the role of the Church and Vicar in society and their own experiences of this</p>			
KS1	Within Living Memory	Beyond Living Memory	Lives of Significant people	Local History
	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (e.g Great Fire of London, first aeroplane flight, or events commemorated through festivals or anniversaries) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality
Year 1	<p>Titanic</p> <p>Identify similarities and differences in ways of life in different periods.</p> <p>Investigate what life was like on board Titanic for the different classes. Why were people on board? E.g emigrant/holiday. Who survived?</p> <p>Holidays past and present</p> <p>To identify features of a seaside holiday. To use photographs to find clues as to what seaside holidays were like in the past.</p> <p>To find out what seaside holidays were like in the time of their grandparents (Oldham Wakes – steam train to Blackpool)</p> <p>To be able to order seaside holidays in chronological order.</p> <p>To be able to identify similarities and differences between seaside holidays now and in the past.</p>	<p>Dinosaurs</p> <p>Use vocabulary relating to the passing of time when discussing dinosaurs.</p> <p>Understand where the dinosaur period fits in History – Triassic, Jurassic, Cretaceous.</p> <p>Know where dinosaurs have been found in the world. Locate it on a map.</p> <p>What dinosaurs ate - coprolites</p> <p>Titanic</p> <p>Know where Titanic fits into History.</p> <p>Know the story of Titanic. Know and understanding the key events of the sinking - timeline of events.</p> <p>How do we know about the sinking of Titanic? (sources)</p> <p>Ask and answer questions. Why did Titanic sink and who was responsible?</p>	<p>Dinosaurs</p> <p>The life of Mary Anning.</p> <p>What is a fossil?</p> <p>What can we learn from fossils and Mary's work?</p>	<p>Holidays past and present</p> <p>To find out what seaside holidays were like in the time of their grandparents (Oldham Wakes – steam train to Blackpool)</p>
Year 2		<p>Great Fire of London</p> <p>The story - How did Samuel Pepys react? Investigating some of the reasons the fire spread so far. Different sources of information including Samuel Pepys diary. What do we know now?</p> <p>Intrepid Explorers</p> <p>The moon landing.</p>	<p>Intrepid explorers – Neil Armstrong and Christopher Columbus</p> <p>To find out when Christopher Columbus lived and what he was trying to achieve.</p> <p>To find out about Christopher Columbus's journey and what he discovered.</p> <p>Who is Neil Armstrong and why is he remembered today?</p> <p>Comparing Columbus and Armstrong.</p> <p>Great Fire of London</p> <p>The Great Fire of London: September 1666</p> <p>How was life different?</p>	<p>Castles</p> <p>Who built the first castles and why?</p> <p>Norman castles</p> <p>Medieval castles and their structure</p> <p>Who lives in castles?</p> <p>Why did the peasants revolt?</p> <p>The Tower of London through time.</p>

KS2	Chronology (Stone Age to 1066) <ul style="list-style-type: none"> To include: Stone Age to Iron Age Romans Anglo- Saxons Vikings 	Beyond 1066 <ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	Local study <ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology: or a local study that could extend beyond 1066 	Ancients Ancients – (approx., 300 years ago) Cover each of them and then one in depth: <ul style="list-style-type: none"> Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 	Civilizations from 1000years ago Choose one of the: <ul style="list-style-type: none"> Mayans Islamic Civilisations Benin Civilisations 	Ancient Greece Greek life and influence on Western World
Year 3	<p><u>Changes in Britain from the Stone Age – Iron Age</u></p> <ul style="list-style-type: none"> What is pre-history? What are the main differences between life in the Stone Age and life today? (Focus on homes, tools and weapons) What can we learn about life in the Stone Age from Skara Brae? How do we find out about the past? Archaeologists and different sources of evidence , how reliable are these sources? Using artefacts to find out about the Bronze age Researching the Iron Age Timeline of pre-history <p><u>The impact of the Roman invasion on Britain</u></p> <ul style="list-style-type: none"> When and why did the Romans invade Britain? Why was the Roman army so successful? To know what Britain was like before the Romans invaded Boudicca and the Celts To understand that peoples views affect how they describe events ie. The Romans would have recorded things in a different way from the Celts. To the story of how Rome was founded. (Romulus and Remus) What changes came about in Britain because of the Romans settling in Britain? 		<p><u>The Standege Tunnel (Diggle)</u> To understand the historical concept of continuity and change and use it to make connections</p> <ul style="list-style-type: none"> When and why was the tunnel built? Why was the tunnel so important? Research skills To find out how the tunnel was built Using local knowledge to support our learning. To discuss how the tunnel and canals are used today and suggest reasons why there has been this change. <p>To be able to talk confidently about what they have found out about the Standege tunnel.</p>			
Year 4	Anglo Saxons	Tudors/ Henry VIII				Ancient Greeks

	<ul style="list-style-type: none"> I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings I can describe a typical Anglo-Saxon village I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped. I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity 	<ul style="list-style-type: none"> I understand how the Tudors came to power I can ask historical questions about Henry VIII I understand how history is made up of different sources and to discuss whether a source is reliable or not on different viewpoints of Henry VIII I can use historical evidence to investigate Henry VIII's wives 				<ul style="list-style-type: none"> I can place the Ancient Greek civilisation on a timeline I know about the Ancient Greeks religious beliefs and can name some of their gods and goddesses I can learn about the past from different sources I know about the Ancient Greek Olympics and can compare it to the modern day Olympics I understand Ancient Greek democracy and how it has influenced democracy today and how our knowledge of the past is made up of different sources
Year 5	Vikings <ul style="list-style-type: none"> I can explain when and where the Vikings came from and why they raided Britain I can compare the significance of Anglo-Saxon kings during the Viking period I can explain who King Ethelred II was and say when and why Danegeld was introduced I can identify and explain key aspects of Viking life 		Manchester <ul style="list-style-type: none"> To know the timeline of important events in Manchester To know what the industrial revolution is To know about inventions from Victorian era To know about the jobs children did in Manchester Locate features of an area 	Ancient Egypt <ul style="list-style-type: none"> Who were the ancient Egyptians? What was life like in Ancient Egypt? I know about Egyptian Gods I can retell the timeline of Tutankhamun <p>I know how mummies were made</p>		

	<ul style="list-style-type: none"> • I can explain how the legal system worked in AngloSaxon and Viking Britain. • I can explain how the last Anglo-Saxon kings shaped Britain. 					
Year 6		<p>World War One:</p> <ul style="list-style-type: none"> * I ask and answer historically valid questions about change, cause and significance * I understand the connections between military, political and social history * I know how our knowledge of the past is constructed from a range of sources * I understand the connections between military, political and social history * I understand the connections between national and international history 	<p>The Changing Face of Saddleworth</p> <ul style="list-style-type: none"> * I can understand the connections between cultural, economic and social history. * I know how Britain has influenced and been influenced by the wider world. * I can make connections, draw contrasts and analyse similarities and differences between the past and now. 		<p>The Mayans:</p> <ul style="list-style-type: none"> * I can understand the nature of ancient civilisations. * I know how evidence is used to construct interpretations of the past. * I can make connections, draw contrasts and analyse similarities and differences between the past and now. * I know about the expansion and dissolution of empires 	