

# History



## Year B

We are passionate about history at Longford Primary School and seek to nurture historical curiosity, and an appreciation of our rich and colourful past. Our locality is steeped in history, with the medieval city of Salisbury on our doorstep and the World Heritage site of Stonehenge within easy reach. We are inspired by local expertise and enjoy finding out about our ancestors. Through the National Curriculum we endeavour to develop the children's understanding of world history, with class-based topics such as Slavery. We follow a creative two-year rolling programme, interspersed with special whole school themes e.g. Monarchy and the Coronation

At Longford we bring the past to life through workshops and visits to places of relevant and historical interest e.g. The Mary Rose. Historical enquiry skills are extended through examination of context and perspective, and the evaluation of different evidence sources. Children consider social, cultural, economic and other factors which have impacted on past civilisations, empires, places and peoples.

Autumn	Spring	Summer
<b>Reception /Year One</b>		
<p><b><u>Buildings</u></b></p> <p>The children will study local history with a visit St Michael's Church to find out about its past. The children will learn about Salisbury Cathedral , a significant building in our locality and the people who built it.</p>	<p><b><u>Scott of the Antarctic</u></b></p> <p>The children will find out about past explorers, including Scott of the Antarctic and their contribution to national achievement.</p>	<p><b><u>The Seaside</u></b></p> <p>The children will explore the history of the seaside, including changes within living memory. The children will find out about travel, entertainment, seaside traditions, and compare holidays in the past with seaside holidays today.</p>
<b>Year Two</b>		
<p><b><u>The Great Fire of London</u></b></p> <p>We will study this significant event from beyond living memory. We will explore the life in London before and after the fire. We will investigate how effective the firefighting efforts were. In this topic, we will look at first-hand accounts written in the form of a diary, newspapers and documents.</p>	<p><b><u>Grace Darling</u></b></p> <p>We will study the life and <b>legacy</b> of Grace Darling, a significant Individual who contributed to national <b>achievement</b>.</p> <p>cc Wild Weather Geography</p>	<p><b><u>Castles</u></b></p> <p>We find out about castles, including 11<sup>th</sup> century Old Sarum, a historical place in our community and the story of Longford Castle. We will look at castles from the Norman Conquest to Henry V111. Who was William the Conqueror? Why were castles built? Where were they built? Who built them?</p>
<b>Year Three/Four</b>		
<p><b><u>Ancient Egypt</u></b></p> <p>The children will find out about the achievements of the earliest civilizations-the Ancient Egyptians, by using sources of evidence to address questions</p>	<p><b><u>Vikings and Anglo-Saxons</u></b></p> <p>The children will find out about the struggle for the kingdom of England, including invasion and raids and the concepts of power and justice.</p>	<p><b><u>The Railways</u></b></p> <p>Children will learn about the development of the Railways in Great Britain giving them the opportunity to find out about the history of the railways and</p>

<p>about change, cause, similarity and differences. They will understand what was important to people during ancient Egyptian times. Children will compare the powers of different Egyptian gods. They will be able to raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. To extend their understanding of the 100<sup>th</sup> anniversary of the discovery of tomb of Tutankhamun, the children will visit the Tutankhamun Museum at Dorchester.</p>	<p>They will learn about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history.</p>	<p>significant early locomotives. They will also investigate some important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and they will learn about some of the key people who were influential in the development of the railways. In addition to this they will learn about the development of locomotive technology and examine the differences between steam, diesel and electric locomotives. The children will also learn about the growth and development of the railway network in Great Britain and use their geographical skills to map out some key routes. A trip to Swindon Railway Museum will enrich the topic.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Year Five/Six**

<p><b><u>Tudors</u></b></p> <p>Children will find out about what life was like in Tudor England, through study and residential workshops at Hooke Court. They will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b><u>Ancient Sumer</u></b></p> <p>The children will study the achievements of this early civilisation. The children will place the Ancient Sumer civilisation in the context of world history and compare it to contemporary Britain. Learn about life in Ancient Sumer how the people lived, what they did, how they worshipped and what they have left behind for us to discover. Children will learn about the rise and fall of the Sumerian civilisation and the invasion by the Akkadians. Children will learn the Ancient Sumerians believed that temples were considered the homes of gods and goddesses.</p>	<p><b><u>The Changing Power of Monarchs</u></b></p> <p>This term children will build on their knowledge of Monarchs and their influence of them on the British people. Children will discover the creation of the United Kingdom and what this meant to the people. Children will learn about democracy and the monarch's role in law making and influence on life in Britain today. This topic will be extended through the Coronation of Charles III in May 2023.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

See -National Curriculum

