Holy Family Catholic Primary School History – Intent and Long-Term Plan 2025-2026	
In our holy family, we all thrive socially, academically and spiritually to our fullest potential. Understanding and studying history helps children to understand their place in the world, and how events in the past made things the way they are today. Academically our curriculum challenges pupils to make sense of the similarities and differences in human experiences across time and place. We strive within our curriculum to inspire children through curiosity to know more about the past so that they can use this knowledge to help them shape the future.	
National Curriculum Purpose of study	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
National Curriculum Aims	The national curriculum for history aims to ensure that all pupils: ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Development Matters National Curriculum objectives Our Learning Intentions	FS1	FS2
	Development Matters: Understanding the world involves guiding children to make sense of their physical world and their community. Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	
	Year 1	Year 2
	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	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
	• To develop an awareness of the past • To use common words and phrases relating to the passing of time. • To know where the people and events they study fit within a chronological framework. • To talk about similarities and differences between ways of life in different periods. • To use a wide vocabulary of everyday historical terms. • To ask and answer questions. • To use parts of stories to show that they know and understand key features of events. • To use parts of sources to show that they know and understand key features of events. • To understand some of the ways in which we find out about the past.	• To develop an awareness of the past • To use common words and phrases relating to the passing of time. • To know where the people and events they study fit within a chronological framework. • To know and identify similarities and differences between ways of life in different periods. • To use a wide vocabulary of everyday historical terms. • To ask and answer questions. • To choose and use parts of stories to show that they know and understand key features of events. • To choose and use sources to show that they know and understand key features of events • To understand some of the ways in which we find out about the past.

	• To begin to talk about changes within living memory. • To learn about significant events beyond living memory. • To learn about the lives of significant individuals in the past. • To learn about history in our own locality. Pupils are introduced to the narrative of: • Local History of Worksop as a Market Town • Jane Goodhall • Queen Victoria • Victorians • Toys in the past • Monarchs • Elizabeth 1	• To identify different ways in which the past is represented. • To understand changes within living memory. • To learn about significant events beyond living memory. • To learn about the lives of significant individuals in the past. • To learn about history in our own locality. Pupils are introduced to the narrative of: • Local History of Worksop, the priory gatehouse and war memorial • Florence Nightingale • Crimean War • Fire of London • Samuel Pepys • Plague • Mahatma Gandhi • Malala Yousafzai

	Year 3	Year 4
	Pupils should be taught to: ♣ changes in Britain from the Stone Age to the Iron Age ♣ Britain's settlement by Anglo-Saxons and Scots ♣ a local history study ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world • To begin to understand the chronologically of British history. • To begin to understand the chronologically of local history. • To begin to understand the chronologically of world history. • To note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Pupils should be taught to: • the Roman Empire and its impact on Britain • 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 Egypt; • To begin to understand the chronologically of British history. • To begin to understand the chronologically of local history. • To begin to understand the chronologically of world history. • To note connections, contrasts and trends over time and develop the appropriate use of historical terms.

• To ask and answer historically valid questions about how things have changed and the cause. • To ask and answer historically valid questions about the significance of historical events and people. • To devise historically valid questions about similarities and difference within history. • To discuss and present own ideas about using historical information. • To understand how our knowledge of the past is constructed from a range of sources. In Year 3 children are taught the narrative of: The local History of the railway and Chesterfield canal • An aspect of history from a period beyond 1066 that is significant in the locality Stone Age • Changes in Britain from the Stone Age to the Iron Age. • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Anglo Saxons and Scots • Britain's settlement by Anglo-Saxons and Scots. • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne Ancient Greece • Ancient Greece – a study of Greek life and achievements and their influence on the western world	• To ask and answer historically valid questions about how things have changed and the cause. • To ask and answer historically valid questions about the significance of historical events and people. • To devise historically valid questions about similarities and difference within history. • To discuss and present own ideas about using historical information. • To understand how our knowledge of the past is constructed from a range of sources. In Year 4 children are taught the narrative of: The local History of Manton Colliery • An aspect of history from a period beyond 1066 that is significant in the locality The Romans • The Roman Empire and its impact on Britain • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • British resistance, for example, Boudica The Tudors • a study of the Tudors that extends pupils' chronological knowledge beyond 1066 Ancient Egypt • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a study of Ancient Egypt. • Who were Ancient Egyptians? • Daily life • Pharaohs • Pyramids • Mumification

	Year 5	Year 6
	Pupils should be taught to: ♣ changes in Britain from the Stone Age to the Iron Age ♣ 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 ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world • To develop a chronologically secure knowledge and understanding of British history. • To develop a chronologically secure knowledge and understanding of local history. • To develop a chronologically secure knowledge and understanding of world history. • To note connections, contrasts and trends over time and develop the appropriate use of historical terms. • To address historically valid questions about change, cause, similarity and difference, and significance. • To devise historically valid questions about change, cause, similarity and difference, and significance. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To understand how our knowledge of the past is constructed from a range of sources. In Year 5 children are taught the narrative of: The local History of The four Dukeries (Clumber, Thoresby, Welbeck and Worksop). • An aspect of history from a period beyond 1066 that is significant in the locality The Bronze and Iron Age	Pupils should be taught to: • the Roman Empire and its impact on Britain • 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 Egypt; • 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 • To develop a chronologically secure knowledge and understanding of British history. • To develop a chronologically secure knowledge and understanding of local history. • To develop a chronologically secure knowledge and understanding of world history. • To note connections, contrasts and trends over time and develop the appropriate use of historical terms. • To address historically valid questions about change, cause, similarity and difference, and significance. • To devise historically valid questions about change, cause, similarity and difference, and significance. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To understand how our knowledge of the past is constructed from a range of sources. In Year 6 children are taught the narrative of: The local History of World War 1 and 2 in Worksop (Retford Road Cemetery) • An aspect of history from a period beyond 1066 that is significant in the locality

	• The Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture The Vikings • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 Ancient Greece • the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	The Romans • The Roman Empire and its impact on Britain • The successful invasion by Claudius and conquest, including Hadrian's Wall • The 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Ancient Egypt • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a study of Ancient Egypt. • Why was Ancient Egypt the gift of the Nile? • Egyptian gods • Hieroglyphics • Tutankhamen • Cleopatra Baghdad • a non-European society that provides contrasts with British history – a study of Baghdad c. AD 900.

Implementation

In History pupils are introduced to a wide range of topics within the medium term plans, which are clearly linked to the RED themes each half term. Each year in the Autumn 1 children learn about their local area and the community in which they live. Teachers have the flexibility to teach the units in a way that suits their timetable and the needs of the class, whether through individual lessons across a few weeks or blocked into longer sessions.It is expected that sequences of lesson within the slides mirror the MT plan that has been produced and shared by the coordinator. The slides should be stored centrally in the curriculum folder for Geography and History. A memory quiz should take place at the start of each lesson. This could be linked to ANY area of learning previously taught within Geography or History.The memory quiz should be followed with the knowledge organiser, recapping the chronology for the unit and a recap of the location of the area of study. The knowledge organisers are colour coded per year group and the vocabulary has been carefully planned to reduce the cognitive load for children.

The lessons content is shared through slides with include the LI, the LI is taken from the MT plans. Within lessons models and WAGOLL's may sometimes be used where appropriate including clips and you tube links. Opportunities should be provided for the children to work in a variety of ways including TP's, whiteboards, group work, outdoor education, fieldwork and residentials.Work in History no longer requires the LI at the start of each new piece of work. The LI's are present on a assessment grid provided by the lead, which also forms the MT planning. Work should be marked on the grid following the whole school marking policy, this will in turn form assessment judgements and planning adaptations.

It should be clear from the slides how children are going to be able to meet the LI, therefore there is no separate sequence required. If the slides do not clearly show the progression that the coordinator will ask that a separate sequence planning document is completed to ensure this. FRom September 2025, only the slide format provided by the lead should be used. This has changed due to the success of the RE curriculum and it's impact across school. There is no expectation for a set number of pieces of work within History, however opportunities must be provided to meet the LI's set out within the MT planning as these must be clear within slides and evidenced within books and the class story book. For example a session outdoors or a school visit would have a photo in the class book, this does not need to be stuck in every book. Each half term the children must start a new unit of work linked to RED. Carrying work over isn't ideal as this then leads to a delay within the new curriculum and learning starting.

The high expectations in English books should be seen across the History books. The books should look very similar to each other.Each unit of work in History must start with the knowledge organiser, assessment grid and world / local map to show the location of where the children are learning about. This can then be referred back to as part of the teaching slides. There is no set expectation for a History display within the classroom, this reduces cognitive load. Photo's and work shared on display may or may not reflect recent work in History.

History – Unit Organisation and ulary							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Experiences throughout the wider curriculum	Local History: Priory Gatehouse / Worksop as a market town	Local History: Priory Gatehouse / Worksop as Market Town	Local History: Chesterfield Canal / Railway station	Local History – Manton Colliery	Local History – Clumber House, Thoresby Hall, Welbeck Abbey, Worksop Manor	Local History: World War 1 and 2 War graves Retford Road Cemetery
Autumn 2		Jane Goodhall Remembrance	Florence Nightengale and Crimean War	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Changes in Britain from the bronze age to the iron age	The Roman Empire and its impact on Britain
Spring 1		Victorian Toys	The Great Plague The Great Fire of London	Britain's settlement by Anglo-Saxons and Scots	The achievements of the earliest civilizations - Ancient Egypt	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Spring 2							The achievements of the earliest civilizations - Ancient Egypt
Summer 1		Magnificent Monarchs			Tudor structure of the church		
Summer 2			Activists who changed the world. Malala Yousafzai Mahatma Gandhi	Ancient Greece	Tudors	Ancient Greece	A non-European society - Baghdad AD900