

Banks Road Primary School History Long Term Curriculum Plan



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p style="text-align: center;">Me and My Family</p> <ul style="list-style-type: none"> Talk about themselves and their families, using family photos. Explore the concept of “when I was a baby”- looking at how they have changed. Use books and simple timelines (e.g., baby, toddler, now) to discuss growth. <p><u>Development Matters Links:</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family history Name and describe people who are familiar to them. Talk about changes they notice in the world around them (e.g., growing older). <p style="text-align: center;">(Creates readiness for ‘My History: Significant Events in My Life’ in Year 1 by laying the foundation for studying family trees and personal timelines. Also develops chronological skills and introduces the concept of past and present.)</p>		<p style="text-align: center;">Our Local Area in the Past</p> <ul style="list-style-type: none"> Look at old and new pictures of familiar places (e.g, shops, nursery, homes, parks). Discuss changes in seasons and how they affect daily life (e.g, winter clothes, vs. summer clothes). Introduce festivals and traditions (e.g, old ways of celebrating birthdays vs. now). <p><u>Development Matters Links:</u></p> <ul style="list-style-type: none"> Show interest in different occupations (e.g., discussing past and present jobs in the community). Continue developing positive attitudes about the differences between people (e.g., comparing family traditions). <p style="text-align: center;">(This topic introduces the idea that places change over time, developing early historical enquiry skills. It also builds readiness for KS1 studies on local history and significant places.)</p>		<p style="text-align: center;">Toys and Transport from the past</p> <ul style="list-style-type: none"> Compare old and new toys using real objects and images. Introduce simple vocabulary: old, new, long ago, before. Explore transport changes (e.g horse and cart vs. cars). Role-play different historical settings (e.g riding a pretend steam train). <p><u>Development Matters Links:</u></p> <ul style="list-style-type: none"> Begin to understand and use simple historical vocabulary such as ‘old’ and ‘new’. <p style="text-align: center;">(This topic connects with Receptions “Significant Events” topic, which looks at how technology helped famous explorers and inventors. It also leads into KS1 work on how life has changed.)</p>	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p style="text-align: center;">My Family History and Celebrations</p> <ul style="list-style-type: none"> Create a simple personal timeline (baby, toddler, now, future). 		<p style="text-align: center;">Significant Events and People in History</p> <ul style="list-style-type: none"> Explore key events like The Great Fire of London through stories and role-play. Introduce figures such as Neil Armstrong or Florence Nightingale. 		<p style="text-align: center;">Castles, Kings and Queens</p> <ul style="list-style-type: none"> Explore life in a castle – knights, kings and queens. Use stories, drama, role-play to bring history to life. 	

Banks Road Primary School History Long Term Curriculum Plan



	<ul style="list-style-type: none"> Discuss family traditions and general changes (e.g how birthdays were celebrated in the past). Introduce significant people in history (e.g Royal Family, famous explorers). Compare clothes, homes, and daily life across time. <p>Development Matters Links:</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Compare and contrast characters from stories, including figures from the past. Begin to understand that things have changed over time (e.g., different ways of celebrating birthdays). <p>(Deepens chronological understanding by expanding from personal history to family history. It also introduces the idea of traditions and change over time, preparing children for KS1 studies on celebrations and national events, for example, the Queens Coronation in Year 1.)</p>	<ul style="list-style-type: none"> Use artefacts (replicas or images) to discuss changes in everyday life. Compare transport, schools and technology from past to present. <p>Development Matters Links:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Recognise that some events happened long ago and can be different from today. Understand that historical figures contributed to changes in history. <p>(This topic introduces major historical figures and key events, developing historical reasoning skills. It also builds early cause and effect thinking. It prepares children for KS1 work on Significant Individuals, such as Queen Victoria and KS2 studies on historical impact and key turning points in history.)</p>	<ul style="list-style-type: none"> Discuss changes in homes over time (castles vs. modern houses) <p>Development Matters Links:</p> <ul style="list-style-type: none"> Compare and contrast past and present life using stories and role-play. Understand the past through settings, characters, and events encountered in books read in class and storytelling. <p>(This topic introduces concepts on monarchy, historical buildings, and social structure in a simple and engaging way. It also encourages historical enquiry through role-play and storytelling. It provides foundational knowledge for KS1 on king and queens.)</p>			
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p style="text-align: center;">Two Queens called Elizabeth</p> <ol style="list-style-type: none"> Who was Elizabeth II Childhood Queen Elizabeth II at her Coronation Elizabeth I War The Two Queens 		<p style="text-align: center;">My History: Significant Events in My Life</p> <ol style="list-style-type: none"> The Story of My Life Celebrating Special Moments My First Day at School A National Event in My Lifetime How Do We Remember Events? 		<p style="text-align: center;">Using photographs to understand recent, local past</p> <ol style="list-style-type: none"> Photographs of Banks Road over time, how have they changed? Local study of Banks Road. Compare new and old. 	

**Banks Road Primary School
History Long Term Curriculum Plan**



	(Creates readiness for rulers and the different models of leadership throughout history – KS2)		(This unit ensures Year 1 students are ready for deeper historical thinking, helping them move from personal history, local, national and world history as they progress through the curriculum.)		<ol style="list-style-type: none"> 3. Compare maps of our local area from the past to present 4. The development of the camera 5. History of our school using photographs/maps <p>(These topics lay the groundwork for KS2 history by helping students understand the concepts of change and continuity, local history, and the impact of technology. They build on this foundation in KS2 by exploring broader historical themes such as the Industrial Revolution, the development of towns and cities, and technological advances across different periods.)</p>	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p style="text-align: center;">The Great Fire of London</p> <ol style="list-style-type: none"> 1. Fire! Fire! 2. London before the fire 3. How did it start? Why did it spread? 4. How do we know about the fire? 5. The timeline of the fire 6. The impact of the fire <p>(Provide a solid foundation for KS2 history by teaching students to understand cause and effect, historical sources, chronology, and the impact of events. These skills will be built upon in KS2 as students study other key historical events, periods, and figures with more depth and complexity, such</p>		<p style="text-align: center;">The Neolithic Age Opening Worlds</p> <ol style="list-style-type: none"> 1. Dorothy Garrod’s amazing discovery 2. Farming 3. Burying the dead 4. Building houses to live in 5. Fire to make pots 6. The oldest wheel in the world <p>(The Neolithic topics prepare children for KS2 by introducing key historical themes like settlement, technology, and burial practices. They help students develop skills in understanding cause and effect, change over</p>		<p style="text-align: center;">The Metal Ages Opening Worlds</p> <ol style="list-style-type: none"> 1. A Discovery at Must Farm 2. A Life Changer 3. People and Things from Far Away 4. The Celts 5. Another New Metal 6. A Violent Britain <p>(These topics from the Bronze and Iron Age lay a strong foundation for KS2 by introducing themes like technological advancements, trade, cultural exchange, and conflict. They prepare students for a deeper understanding of the</p>	

Banks Road Primary School
History Long Term Curriculum Plan



	as the Roman Empire, Ancient Egypt and the development of modern Britain.)		time, and the importance of inventions. In KS2, these concepts will be further explored through the study of later periods such as the Romans, and Vikings, where students will analyse the advancements and developments that shaped history.		Roman invasion, the development of societies and settlements, and the impact of new technologies across history. In KS2, students will build on these topics by studying the Romans, Vikings, and other civilizations that influenced Britain and the world.	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Ancient Egypt</p> <p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing.</p> <p>(The study of Ancient Egypt in Year 3 helps</p>	<p>Cradles of Civilisations</p> <p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geography knowledge so far) and via art of ancient civilisations. Ziggurats.</p> <p>(This lays the groundwork for KS2 history by helping students understand how geography, writing, and trade contributed to</p>	<p>Indus Valley</p> <p>Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.</p>	<p>Persia and Greece</p> <p>Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses.</p> <p>(The study of Persia and Greece in Year 3 introduces key themes like empire-building, city-states, military</p>	<p>Ancient Greece</p> <p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc. Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>(The study of Ancient Greece in Year 3 lays the groundwork for KS2 history by exploring key themes such as</p>	<p>Alexander The Great</p> <p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time?</p>

Banks Road Primary School History Long Term Curriculum Plan



	<p>students develop an understanding of how geography, belief systems, power structures, and technology influenced ancient civilizations. It sets the stage for later KS2 studies on other civilizations, like the Romans and Vikings, by exploring similar themes such as economy, society, art, and monuments. Students will build on these foundational ideas as they delve deeper into how civilizations evolve and interact throughout history.)</p>	<p>the development of early civilizations. The focus on Sumer and ziggurats introduces key themes like settlements, art, and religion, which students will revisit in later studies of other ancient civilizations (e.g., Egypt, Rome, Greece.)</p>	<p>(The study of the Indus Valley in Year 3 introduces students to key themes such as archaeological evidence, urban planning, trade, and the comparison of ancient civilizations. It helps students develop skills in historical inquiry, comparison, and understanding the impact of geography and culture on the development of societies. These foundational ideas prepare students for more in-depth studies of other ancient civilizations, including Sumer, Egypt, Rome, and Greece, throughout KS2.)</p>	<p>conflicts, and mythology, which are foundational for KS2 history. Students will develop skills in comparing different civilizations' political systems, religions, and military history, preparing them for more in-depth studies of the Romans, Vikings, and other ancient cultures.)</p>	<p>democracy, art, architecture, literature, philosophy, and religion. Through the exploration of Greek theatre, epic poetry, and philosophy, students gain insight into the lasting impact of Greek thought and culture.)</p>	<p>What have we learned about why empires rise and fall?</p> <p>(This prepares them for KS2 studies on other civilizations, such as the Romans, Vikings, and Ottoman Empire, where they will explore similar ideas about the growth and decline of empires and the factors that shape history. Additionally, the study of the Library of Alexandria sets the stage for future investigations into knowledge and learning in different periods of history.)</p>
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	The Roman Republic	The Roman Empire	Roman Britain	Christianity in Three Empires	Arabia and Early Islam	Cordoba – The City of Light

Banks Road Primary School
History Long Term Curriculum Plan



	<p>Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p style="text-align: center;">(The study of the Roman Republic in Year 4 provides a foundational understanding of Ancient Rome, setting the stage for future history topics in Key Stage 2. By examining significant events like the Punic Wars and the impact of key figures such as Hannibal, students will develop a deeper understanding of historical conflict, leadership, and</p>	<p>Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography).</p>	<p>The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p style="text-align: center;">(This topic prepares children for later studies on migration, empire-building, and the long-term impact of Roman rule, key themes in subsequent Key Stage 2 history units.)</p>	<p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine and founding of Constantinople. 3. Fall of Rome in 5th century. 4. Byzantine Empire, including more on Constantinople - confluence of European & Asian</p>	<p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p style="text-align: center;">(This topic prepares students for future studies on the spread of world religions, the development of Islamic empires, and their impact on global history in Key Stage 2.)</p>	<p>The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p style="text-align: center;">(This topic prepares students for future studies on the interactions between different cultures and religions, the development of science and technology, and the legacies of Islamic</p>
--	--	--	--	--	--	--

**Banks Road Primary School
History Long Term Curriculum Plan**



	<p>societal structures. The study of Roman myths, religion, and infrastructure, including Roman roads, offers an understanding of how cultural, technological, and religious systems shaped the ancient world, providing essential context for future explorations of empires, civilizations, and their legacies in later history units within the Opening Worlds scheme.)</p>	<p>(This topic prepares pupils for more complex historical studies by addressing the Jewish-Roman War and the persecution of Christians, bridging their earlier understanding of Judaism and Christianity. The depth study of Pompeii allows students to synthesize their learning about Roman society, using their geographical knowledge of volcanoes to understand the eruption of Mount Vesuvius. This topic provides essential context for upcoming historical studies on the legacies of empires and the shaping of the modern world in later Key Stage 2 units.)</p>		<p>influences in art and architecture. 5. The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6. Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity.</p> <p>(This topic prepares children for later studies on migration, empire-building, and the long-term impact of Roman rule, key themes in subsequent Key Stage 2 history units.)</p>		<p>civilization in Key Stage 2.)</p>
--	--	---	--	---	--	--------------------------------------

Banks Road Primary School
History Long Term Curriculum Plan



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>Islamic Civilisations</p> <p>Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in</p>	<p>Anglo-Saxon Britain</p> <p>Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede. Offa and Cynethryth of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p>(This topic prepares students for future studies on the spread of Christianity, the development of early</p>	<p>Vikings in Britain</p> <p>The first Viking raids and invasions King Alfred of the Kingdom of Wessex The ‘Great Heathen Army’ Alfred in Athelney, his victory over Guthrun, Guthrun’s baptism and the Danelaw Scandinavian settlements in Britain. Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled and interacted with diverse cultures Aethelflaed as a child. Women in Wessex and Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of</p>	<p>Norse Culture</p> <p>Norse culture including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p>(This topic prepares students for future studies on world literature, mythologies, and how different civilizations shaped history and culture through storytelling, themes which will be explored</p>	<p>Vikings in Britain</p> <p>Changing Rulers, Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & AngloSaxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (changing interpretations of the period). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and</p>	<p>Local History Study</p> <p>See local history guidance document on Opening Worlds website for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it</p>

**Banks Road Primary School
History Long Term Curriculum Plan**



	<p>European knowledge that came in the Renaissance.</p> <p>(This topic prepares students for later studies on the interconnectedness of world history, the rise of the Renaissance, and the global exchange of ideas in KS2.)</p>	<p>medieval kingdoms, and the evolving impact of these periods on later history.)</p>	<p>Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p>(This topic prepares students for further exploration of the Viking legacy, medieval politics, and the cultural blending of Viking and Anglo-Saxon societies, laying the groundwork for later studies on the medieval period.)</p>	<p>further in Key Stage 2.)</p>	<p>uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p>(This topic prepares students for future studies on the merging of cultures, the impact of rulers, and the development of medieval Britain, setting the stage for deeper explorations of empire-building and cultural exchange in Key Stage 2.)</p>	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	The Maya	Medieval African Kingdoms	Cities in Time 1 – Shock Cities	Cities in time 2	Britain in the era of the Second World War	Local History Study

Banks Road Primary School History Long Term Curriculum Plan



	<p>Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation.</p>	<p>This half-term's unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.</p>	<p>The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3).</p>	<p>Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you</p>	<p>This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p>	<p>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p>
--	--	---	---	---	---	---