

History Long Term Plan

Foundation Stage

Autumn 1	<u>All About Me</u> Houses and Homes - Substantive (First Order) Concept: Civilisations
Autumn 2	<u>Let's Celebrate</u>
Spring 1	<u>Lost in Space</u>
Spring 2	<u>People Who Help Us</u> Teachers and Police - Substantive (First Order) Concept: Justice/Equality
Summer 1	<u>Roots, Shoots and Muddy Boots</u> Farmers - Substantive (First Order) Concept: Agriculture
Summer 2	<u>A Long Time Ago</u> Dogger (Shirley Hughes) - Substantive (First Order) Concept: Childhood

Key Stage ONE

	Even/Odd	Odd/Even
Autumn	<p><u>The Great Fire of London</u> Events beyond living memory that are significant nationally or globally, e.g., <i>the Great Fire of London</i>.</p> <p>Substantive (First Order) Concept: Civilisations</p> <p>Disciplinary (Second Order) Concept: Cause</p> <p>Enquiry Question: <i>What features of 17th Century London might have helped cause The Great Fire?</i></p>	<p><u>Agriculture and the development of Crawshawbooth</u> Significant historical events, people and places in their own locality.</p> <p>Substantive (First Order) Concept: Agriculture</p> <p>Disciplinary (Second Order) Concept: Sources and evidence</p> <p>Enquiry Question: <i>How has farming changed in Crawshawbooth in the past 100 years?</i></p>
Spring	<p><u>Space Explorers - Neil Armstrong and Mae Jemison</u> The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Substantive (First Order) Concept: Migration</p> <p>Disciplinary (Second Order) Concept: Historical significance</p> <p>Enquiry Question: <i>How significant were Neil Armstrong and Mae Jemison? (trail blazers)</i></p>	<p><u>Castles</u> Significant historical events, people and places in their own locality.</p> <p>Substantive (First Order) Concept: Civilisations</p> <p>Disciplinary (Second Order) Concept: Sources and evidence</p> <p>Enquiry Question: <i>What do local castles reveal about the past in our own locality?</i></p>
Summer	<p><u>Rosendale Family History</u> Changes within living memory.</p> <p>Substantive (First Order) Concept: Childhood</p>	<p><u>Learie Constantine (and Marcus Rashford)</u> The lives of significant individuals in the past who have contributed to national and international</p>

	<p>Disciplinary (Second Order) Concept: Sources and evidence</p> <p><u>Enquiry Question:</u> <i>How are our childhoods different or similar to the childhoods of older relatives?</i></p>	<p>achievements. Some should be used to compare aspects of life in different periods.</p> <p>Substantive (First Order) Concept: Justice/Equality</p> <p>Disciplinary (Second Order) Concept: Historical significance</p> <p><u>Enquiry Question:</u> <i>Why was Learie Constantine awarded the Trinity Cross?</i></p>
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Lower Key Stage TWO

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Autumn	<p style="text-align: center;"><u>Roman Empire</u></p> <p>The Roman Empire and its impact on Britain.</p> <p>Substantive (First Order) Concept: Migration</p> <p>Disciplinary (Second Order) Concept: Consequence</p> <p><u>Enquiry Question:</u> <i>What effects did the Roman Empire have on Britain?</i></p>	<p style="text-align: center;"><u>Anglo-Saxons and Scots</u></p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Substantive (First Order) Concept: Migration</p> <p>Disciplinary (Second Order) Concept: Sources and evidence</p> <p><u>Enquiry Question:</u> <i>What did the Sutton Hoo discoveries tell us about the Anglo-Saxons?</i></p>
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Spring	<p style="text-align: center;"><u>Crime and punishment in Lancashire</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Substantive (First Order) Concept: Justice/Equality</p> <p>Disciplinary (Second Order) Concept: Change and continuity</p> <p><u>Enquiry Question:</u> <i>What do we mean by crime and punishment and how has it changed over time?</i></p>	<p style="text-align: center;"><u>Stone age to the Iron Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Substantive (First Order) Concept: Childhood</p> <p>Disciplinary (Second Order) Concept: Sources and evidence</p> <p><u>Enquiry Question:</u> <i>What were children's lives like in prehistory?</i></p>
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Summer	<p style="text-align: center;"><u>Lancashire Cotton Industry</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive (First Order) Concept: Civilisations</p> <p>Disciplinary (Second Order) Concept: Historical significance</p> <p><u>Enquiry Question:</u> <i>How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?</i></p>	<p style="text-align: center;"><u>Ancient Egypt – Civilisations</u></p> <p>A study of 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</p> <p>Substantive (First Order) Concept: Significant People</p> <p>Disciplinary (Second Order) Concept: Sources and evidence</p> <p><u>Enquiry Questions:</u> <i>What do we know about Tutankhamun?</i></p>
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Upper Key Stage TWO

	Even/Odd	Odd/Even
Autumn	<p><u>A Victorian Childhood</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive (First Order) Concept: Childhood <i>Disciplinary</i> <i>(Second Order) Concept:</i> Change and continuity</p> <p>Enquiry Question: <i>What significant changes for children have occurred since the reign of Queen Victoria?</i></p>	<p><u>WWII Evacuation</u> A local history study</p> <p>Substantive (First Order) Concept: Childhood <i>Disciplinary (Second Order) Concept:</i> Sources and evidence</p> <p>Enquiry Question: <i>Why were children evacuated during WWII?</i></p>
Spring	<p><u>Transatlantic Slave Trade</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive (First Order) Concept: Justice/Equality <i>Disciplinary</i> <i>(Second Order) Concept:</i> Change and continuity</p> <p>Enquiry Question: <i>What was the Transatlantic slave trade and how was Lancashire involved?</i></p>	<p><u>Maya Civilisations</u> 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.</p> <p>Substantive (First Order) Concept: Agriculture <i>Disciplinary (Second Order) Concept:</i> Similarity and difference</p> <p>Enquiry Question: <i>What caused the collapse of the Mayan Empire? (Drought theory)</i></p>
Summer	<p><u>Athens and Sparta</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Substantive (First Order) Concept: Justice/Equality <i>Disciplinary (Second Order) Concept:</i> Similarity and difference</p> <p>Enquiry Question: <i>How free were people in Ancient Athens and Sparta?</i></p>	<p><u>Viking and Anglo-Saxon Struggle</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Substantive (First Order) Concept: Migration <i>Disciplinary (Second Order) Concept:</i> Interpretations</p> <p>Enquiry Question: <i>Is it fair to describe all Vikings as brutal invaders?</i></p>