

# History Long Term Plan



**Understanding of the World in the Early Years**

In Early Years understanding the world through History is an important part of our curriculum. 'Understanding the World' encompasses a range of early historical skills and knowledge in Early Years. Children are encouraged to talk about past and present events in their own lives and in the lives of family members. Practitioners share historical stories, objects and pictures to prompt discussion using past, present and future tense. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'. Alongside planned learning, children are encouraged to follow their own interests and create ideas around their own fascinations.

The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children, however within our curriculum design we have identified opportunities to discuss and explore the past.

**History in Key Stage One and Key Stage Two**

History in Key Stage One and Two is taught discreetly as units of work across the year and is often a driver of learning. On our Subject Long Term Plan, learning is presented in a consistent manner as detailed below:

<u>Spring One</u>	←	<b>Term Coverage</b>
<i>British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century)</i>	←	<b>National Curriculum Focus</b>
<b>Was appearance and wealth everything for a 16th Century Ruler? How does Elizabeth I compare with Emperor Akbar?</b>	←	<b>Unit Enquiry Question(s)</b>
<u>Substantive Concepts</u> - conquest, culture, enslavement, ruler (queen) trade, war (invasion, conflict).	←	<b>Identified substantive knowledge being developed in unit of work</b>

# History Long Term Plan



	Autumn Term	Spring Term	Summer Term
Nursery	<p><b>Talk about their family what they did at the weekend</b> Opportunities to explore weekend news with photographs sent from home as prompts</p> <p><b>Begin to understand that some things happened a long time ago</b> Explore Armistice day and Guy Fawkes</p> <p>Ongoing opportunities to discuss and explore the past</p>	<p><b>To know that clothes are different</b> - link to Each Peach Pear Plum</p> <p><b>In the moment opportunities to talk about times when they were a baby</b> Dolls in home corner, baby clinic</p> <p>Ongoing opportunities to discuss and explore the past</p>	
Reception	<p><b>Talk about the changes from Nursery to now</b> Opportunities to discuss what has changed (environment, adults, daily routine) in school life.</p> <p><b>Understand that some events happened before we were born</b> Children explore history through festivals, eg Bonfire Night, remembrance day. Links to festivals they celebrate and what they believe.</p> <p>Ongoing opportunities to discuss and explore the past</p>	<p><b>Understanding events within living memory</b> Exploring the moon landing. How do we know what happened? Comparing and contrasting 'explorers'</p> <p>Ongoing opportunities to discuss and explore the past</p>	<p><b>How have we changed?</b> Children use photographs of themselves to look at how they have changed since being born.</p> <p><b>Once there were Giants -</b> How might we change in the future, what do we hope to become?</p> <p><b>Comment on images of familiar situations in the past -Pirates</b> How did they live? How is it different to how we live now?</p> <p>Ongoing opportunities to discuss and explore the past</p>
Year One	<p><b>Autumn One</b> <i>Changes within living Memory</i> <i>Significant historical events, people and places</i> <i>Events beyond living memory</i></p> <p><b>How is my childhood different from that of my grandparents?</b></p> <p><b>Substantive Concepts-</b> Society</p> <p><b>Autumn Two</b> <i>Changes within living Memory</i> <i>Significant historical events, people and places</i> <i>Events beyond living memory</i></p> <p><b>How is the world different from when Dinosaurs walked the Earth?</b></p> <p><b>Substantive Concepts-</b> society</p>	<p><b>Spring One</b> <i>The lives of significant historical individuals: Elizabeth I and Queen Victoria</i> <i>Events beyond living memory</i> <i>Significant historical events, people and places: Windsor Castle</i></p> <p><b>Who were castles made for?</b></p> <p><b>Substantive Concepts-</b> Society, building, ruler/monarch (queen)</p> <p><b>Spring Two</b> <i>The lives of significant historical individuals: Elizabeth I and Queen Victoria</i> <i>Events beyond living memory</i></p> <p><b>How has life changed since the Victorian Era?</b></p> <p><b>Substantive Concepts-</b> Society, building, ruler/monarch (queen)</p>	<p><b>Summer One</b> <i>Changes within living memory</i> <i>Significant historical events, people and places: Sir David Attenborough</i></p> <p><b>Who is David Attenborough and why is he significant to our locality and beyond?</b></p> <p><b>Substantive Concepts-</b> Society, exploration</p> <p><b>Summer Two</b> <i>Events beyond living memory</i> <i>The lives of significant historical individuals: Grace Darling</i></p> <p><b>Who was Grace Darling and why was what she did significant?</b></p> <p><b>Substantive Concepts-</b> society, discrimination (gender)</p> <p><b>Why did Mansa Musa's Gold become worthless?</b></p> <p><b>Substantive Concepts-</b> society, trade, exploration</p>

# History Long Term Plan



<p><b>Year Two</b></p>	<p><b>Autumn One</b> <i>Significant historical events, people and places</i> <i>Events beyond living memory</i> <i>The lives of significant historical individuals: Guy Fawkes</i></p> <p><b>What does learning about The Great Fire of London tell you about present- day London?</b></p> <p><b>Substantive Concepts-</b> Building, city, commemoration, ruler (king), technology.</p> <p><b>Why was Guy Fawkes' failure so important?</b></p> <p><b>Substantive Concepts-</b> commemoration, ruler (king) religion, treason</p>	<p><b>Spring One</b> <i>The lives of significant historical individuals: Florence Nightingale and Mary Seacole</i> <i>Significant historical events, people and places</i></p> <p><b>How did the lives of Florence Nightingale and Mary Seacole differ?</b></p> <p><b>Substantive Concepts-</b> Commemoration, discrimination, travel, war</p>	<p><b>Summer One</b> <i>The lives of significant historical individuals: Edward Teach (Blackbeard)/ Anne Bonny</i></p> <p><b>What was it like to be a pirate and what did they do?</b></p> <p><b>Substantive Concepts-</b> travel, transport, discrimination</p> <p><b>Summer Two</b> <i>The lives of significant historical individuals: Noor Inayat Khan and Princess Sophia Duleep Singh</i></p> <p><b>Are all Princess' the same?</b></p> <p><b>Substantive Concepts-</b> commemoration, ruler (queen) religion, discrimination: racism and sexism, war (battle, conflict)</p>
<p><b>Year Three</b></p>	<p><b>Autumn One</b> <i>Changes in Britain from the Stone Age to Iron Age</i></p> <p><b>How and why did the settlements change over the Stone Age to Iron Age era?</b></p> <p><b>Substantive Concepts-</b> building, economy (money), settlement, technology.</p>	<p><b>Spring Two</b> <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day)</i></p> <p><b>How have the Ancient Greeks' achievements influenced the Western world?</b></p> <p><b>Substantive Concepts-</b> City, civilisation, culture, economy</p>	<p><b>Summer Two</b> <i>A local history study</i></p> <p><b>How has Isleworth Changed to reflect our community?</b></p> <p><b>Substantive Concepts-</b> building, economy (money), settlement, technology, transport/travel.</p>
<p><b>Year Four</b></p>	<p><b>Autumn One</b> <i>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</i></p> <p><b>What was life like in Ancient Egyptian times?</b> <b>Why was the River Nile important?</b></p> <p><b>Substantive Concepts-</b> City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p>		<p><b>Summer One</b> <i>The Roman Empire and its impact on Britain</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day)</i></p> <p><b>What Did the Romans do for us?</b></p> <p><b>Substantive Concepts-</b> Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion)</p> <p><b>Summer Two</b> <i>British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain)</i></p> <p><b>How did James Watt change the lives of people living in Britain?</b></p> <p><b>Substantive Concepts-</b> Building, city, civilization, transport.</p>

# History Long Term Plan



Year Five	<p style="text-align: center;"><b>Autumn One</b></p> <p style="text-align: center;"><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p><b>Who made the bigger difference to people in Britain The Anglo Saxons or the Romans?</b></p> <p><b>Substantive Concepts-</b> Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p>	<p style="text-align: center;"><b>Spring One</b></p> <p style="text-align: center;"><i>British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century)</i></p> <p><b>Was appearance and wealth everything for a 16th Century Ruler?</b> <b>How does Elizabeth I compare with Emperor Akbar?</b></p> <p><b>Substantive Concepts-</b> conquest, culture, enslavement, ruler (queen) trade, war (invasion, conflict).</p>	
		<p style="text-align: center;"><b>Spring Two</b></p> <p style="text-align: center;"><i>British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century)</i></p> <p><b>What were the effects of Tudor exploration?</b></p> <p><b>Substantive Concepts-</b> conquest, culture, enslavement, ruler (queen) trade, war (invasion, conflict).</p>	
Year Six	<p style="text-align: center;"><b>Autumn One</b></p> <p style="text-align: center;"><i>British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history)</i></p> <p><b>What impact did the war have on people following 1945 to present day?</b> <b>How did World War II change Britain?</b></p> <p><b>Substantive Concepts-</b> Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict)</p>	<p style="text-align: center;"><b>Spring Two</b></p> <p style="text-align: center;"><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><b>How much fear did the Viking raids cause?</b> <b>How did England become a unified country?</b></p> <p><b>Substantive Concepts-</b> nation, occupation (of territory), peace, power, society, trade, war (army, battle, conflict)</p>	<p style="text-align: center;"><b>Summer Term</b></p> <p style="text-align: center;"><i>A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</i></p> <p><b>Why were the Maya such a significant society?</b></p> <p><b>Substantive Concepts-</b> empire, peace, power, society, war (battle, conflict, trade, tribe, civilization, culture)</p>