

History Long Term Plan

Disciplinary Concepts: similarity & difference, cause & consequence, continuity & change, exploring sources, chronology
Substantive Concepts: significance, military/invasion, political, culture/religion, trade/economic Diversity: protected characteristic UNCRC Sustainable Goals



Article 28: Children have the right to an education. Article 29: Children have the right to achieve their potential, live peacefully & respect other people.

Autumn Term 1

Nursery & Reception Autumn Term	Year 1 Events within Living Memory	Year 2 Lives of significant individuals	Year 3 British History	Year 4 British History	Year 5 British History	Year 6 British & World History
Nursery Make connections between their family and other families. Begin to make sense of their own life-story and family's history. Comment on images from history. Enjoy stories, including figures from the past. Reception Talk about members of immediate family and community. Name & describe people familiar to them. Comment on images of familiar situations in the past. Compare & contrast characters from stories including figures from the past.	Toys <u>How have Toys and Games changed within living memory?</u> 1. Revisit history learning from EYFS – My family. Create 5-year timeline, events in our lives. DC – chronology 2. What are our toys like today? DC – exploring sources SC – culture Gender stereotyping 3. What were toys like in the past? Workshop by Craven museum or loan of toys box. DC – similarity & difference, exploring artefacts – SC – culture/economic Gender stereotyping 4. How have puppets changed in living memory? DC – similarity & difference / exploring artefacts SC – culture Gender stereotyping 5. How have playground games changed within living memory? DC – similarity & difference SC – culture 6. Recap – Can we answer our enquiry question?	Nurses <u>Why are Florence Nightingale & Mary Seacole Remembered today?</u> 1. Introduce new enquiry & what do pupils remember from year 1? DC – chronology 2. Who was Florence Nightingale & when in history did she appear? DC – chronology SC – significance/political gender 3. What are the key events in Florence Nightingale's life and why is she remembered as a significant individual? DC – Chronology SC – significance 4. Who was Mary Seacole & why is she remembered as a significant individual and what prejudice did she encounter? DC – exploring sources SC – significance Race, gender 5. Black History – Use secondary sources such as 'Black & British' and 'Great Women in History' to research other significant black people DC – exploring sources Similarity & difference SC – Significance, religion, culture, political Race 6. Recap & answer enquiry	The Stone Age to The Iron Age <u>How did early man adapt to survive in the Stone Age to The Iron Age?</u> 1. Introduce new historical enquiry. What do pupils remember from year 2 history? DC – chronology 2. When in history was the Stone Age? DC – chronology 3. How did man survive throughout the Stone Age? DC – exploring sources- museum artefacts SC – culture/survival 4. What was found at local site Star Carr and why was it significant? DC – exploring sources SC – Significance/culture 5. What was found at Skara Brae? How does this compare to Star Carr? DC – similarity & difference Exploring sources SC – culture 6. What did Copper Mining mean to people of the Bronze Age? DC – cause & consequence /continuity & change SC – culture, economic, trade 7. What were the benefits of hillforts in The Iron Age? DC – Continuity & change SC – culture, economic, military 8. Recap – Can we answer our enquiry question?	Anglo-Saxons & Scots Britain's settlement by the Anglo Saxons and Scots <u>Did the settlement by The Anglo Saxons make Britain a better or worse place to live?</u> 1. Introduce new historical enquiry. What do pupils remember from year 3? DC – Chronology 2. How did Saxon England begin & what happened to The Roman Empire? DC – chronology SC – invasion/military 3. What was life like during the Anglo Saxon period? DC – exploring sources – museum artefacts SC – culture 4. When & why did The Scots invade from Ireland & what was the consequence of this invasion? DC – chronology cause & consequence SC – invasion/military 5. How did Saxon life compare to Roman Life? DC similarity & difference SC – culture 6. Recap & answer enquiry Link to myths & legends in Talk 4 Reading	Victorians <u>How did Victorian Britain impact on Britain today?</u> 1. Introduce new enquiry. What do pupils remember from year 3/4 history? Where do Victorians sit on timeline? DC – chronology. 2. How did the British Empire evolve through Victoria's reign? (2 weeks) DC – chronology SC – political/power 3. How did Victorian influencers contribute towards the modernisation of Britain? (Include some examples from Black Victorians – David Olusoga Black & British) DC – exploring sources SC – significance Diversity 4. How were children exploited through labour in Victorian times & how did the treatment of children change? SC – culture & child exploitation DC – continuity & change Discrimination – girls 5. How did Victorian education compare to modern education? (Use artefact John's Box – Craven Museum) DC Similarity & Difference 6. Recap – answer enquiry question.	World War 1 A study beyond 1066 <u>What were the significant consequences of the first world war locally, nationally and for those who fought overseas?</u> 1. When, where and why did WW1 break out? DC – chronology SC – political 2. How frightening were the trenches? DC – exploring sources SC – military 3. Are war animals considered heroes or victims? DC – exploring sources SC – military 4. Did the government use fair methods of recruitment in WW1? DC – continuity & change SC – political 5. How did WW1 impact the local Horsfall family? DC – exploring sources/cause & consequence SC – significant local individual 6. How & why do we remember those who were lost in war? DC – exploring sources SC – significance – local people/places 7. Recap – Can we answer our enquiry question?

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Autumn Term 2						
Nursery & Reception	Year 1 Lives of significant individuals	Year 2 Lives of significant individuals	Year 3 British History	Year 4 British History	Year 5 British History	Year 6 British & World History
	Explorers <u>What are the similarities & differences between explorers Christopher Columbus and Neil Armstrong and why are they remembered today?</u> - What is an explorer? DC -chronology Christopher Columbus & Neil Armstrong on timeline. - Who was Christopher Columbus? DC – exploring sources SC -significance - Was Christopher Columbus a hero or a villain? DC – exploring sources SC – trade, invasion Slavery, race - How do we know Neil Armstrong went to the moon? DC – exploring sources SC – significant event - Why did astronauts risk going to the moon? DC -Exploring sources SC – significant event, political - Recap – answer enquiry question	Nurses <u>Why is Edith Cavell remembered today and how has nursing changed since the Crimean War?</u> - Who was Edith Cavell and why is she remembered as a significant individual? DC – chronology SC –significance gender - How do the experiences of Florence and or Mary compare to Edith? DC -similarity & difference /continuity & change between two different periods in history SC -culture, political Race - How have hospitals changed since The Crimean war? DC -similarity and difference /continuity & change SC -economic, culture, political – NHS) - How have these nurses influenced nursing today? Research Nightingale hospitals. (visiting speaker) DC -continuity & change – SC -economic/ political - Recap - Can we answer our enquiry question? Diary Entry.	The Roman Empire <u>What was the local reaction to the Roman invasion and what was the Roman legacy in Britain?</u> - What was the Roman Empire and when did it start? DC - chronology - What does the chronology of Roman Britain look like & why did The Romans invade Britain? DC –Chronology Cause & consequence SC -invasion, military, political - How did Boudicca react to The Roman Invasion & what were the consequences? DC -cause & consequence SC -military/invasion gender - How did local leader Queen Cartimundua react to the Roman invasion and what were the consequences? DC -cause & consequence SC – political/economic gender - How did the Roman way of life contrast to Celtic lifestyle? DC – continuity & change, exploring sources SC – culture, religion, trade, economic. - How did Roman engineering impact daily life in Britain? DC – cause & consequence SC –significance/legacy - Recap – answer enquiry	Vikings <u>We're the Vikings really Vicious?</u> - Why did the Vikings invade Britain and where did they come from? DC –chronology Cause & consequence SC -invasion/military/ trade - How much fear did The Vikings cause? (Lindisfarne) DC -cause & consequence SC -invasion/military/ culture - Was Alfred the Great really great & what were the key events that led to The Battle of Hastings in 1066? DC –chronology, cause & consequence SC -significant individuals & events gender - What positive qualities can we learn about The Vikings? DC -Exploring sources – reliability SC –culture - What gave the Vikings the reputation as pirates? DC – cause & consequence SC – trade/economic - Recap – answer enquiry	Victorians Local History Study <u>What impact did Sir John Horsfall have on our local area?</u> - What can we add to our previous learning about the life of Sir John Horsfall and why he was significant local industrialist? DC- chronology SC -significant local individual - What are the similarities and differences between Victorian Glusburn and Glusburn today? DC –continuity & change/ Similarity & difference SC - culture - What evidence of John Horsfall's legacy can be seen in our local area? DC – sources of evidence SC – culture, economic - What impact have local Victorians 'The Bronte sisters' had on our own locality and nationally? DC – similarity & difference SC –culture/economic - Re-visit – answer both Victorian enquiry questions autumn 1 and 2.	World War 2/Homefront <u>What were the significant consequences of WW2 and how did they shape the world today?</u> - When, where and why did WW2 breakout? DC -chronology SC significance/economic racism - What were the experiences of Jewish children who became refugees? (workshop) DC – cause & consequence racism/refugees SC -political/culture religion/economic - What were the experiences of British child evacuees and how do these compare with Jewish child refugees? DC -similarity & difference SC - culture, religion, political, race - What was life like in the UK during the Blitz? DC cause & consequence SC –political, economic - How did the role of women change throughout and as a result of WW2? DC -continuity & change SC – culture, economic, gender - Recap – answer enquiry

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Summer Term 2						
Nursery & Reception	Year 1 Events Beyond Living Memory	Year 2 Significant Events, people & places in own locality.	Year 3 World History	Year 4 World History	Year 5 World History	
Nursery Talk about their own history in relation to their Glusburn journey using learning journals. Enjoy listening to and commenting on stories that include past events or characters. Show interest in different occupations. Reception Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been taught in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	What was The Great Fire of London & what changed as a result of this significant event? - When did the Great Fire of London happen? Where & how did it start and how long did it last? DC -Chronology SC – significant event SC -significance, culture Make link to Sustainable Goal 3 - Health & Wellbeing - linked to houses being crowded ,made from wood & close together - Who was Samuel Pepys and why was he important? SC – significant person - How was the fire stopped? DC -exploring sources SC - economic, military - What did the king do to make London better after the fire? DC -cause & consequence SC - economic - How has fire- fighting changed since 1666? DC -continuity and change SC -culture, economic Recap - can we answer our enquiry question?	Who and what are significant within our own locality and why are they important? - Who was Sir John Horsfall and why was he a significant local individual? DC –chronology (Victorian) SC -significance , economic, trade Make link to Sustainable Goal 5 – link to lack of gender equality (managers in the mill were all men) - Why was Glusburn Institute built and what was it originally used for? DC – exploring sources SC -significant local building, culture - What's the same and different about The Institute today? DC -similarity & difference SC - culture - What can we find out about the history of Glusburn School? SC -culture DC Exploring Sources - Recap – Can we answer our enquiry question? <i>This enquiry will be taught alongside local geography including fieldwork such as map reading well as a local history and geography walk.</i>	What were the early civilisations & why are the Ancient Egyptians remembered so well today? - What were the four early civilisations? Can we locate them on a map and a timeline? SC- significance DC - chronology - What did Ancient Egypt have in common with other early civilisations? DC – similarity & difference DC - chronology SC - culture - What sources of evidence have survived & how were they discovered? (Tutankhamun's tomb) DC – exploring sources SC -significance - What Ancient Egypt was like over 5000 years ago? Egyptian culture afternoon/day/ artefacts (hieroglyphs & clay tablets will be explored in art lessons) DC – historical interpretation SC –culture, religion, - How important were Gods & Goddesses & what did Egyptians believe about life after death? (mummification workshop at Cliffe Castle) DC – exploring sources SC -Significance, culture, religion. - Recap – answer enquiry question	What was the Early Mayan Civilisation & how does it contrast with Anglo Saxon Britain? - When & Where in the world did the Ancient Mayans settle and what was happening in Britain at this time in history? DC –chronology Similarity & difference SC - significance - How did Gods and Goddesses impact lives in these times? DC -cause & consequence SC -religion, culture Link to sustainable goal 16 peace & justice - What are the similarities and differences between the Mayan writing system and our own? What do hieroglyphs and the numerical system tell us about Mayan culture? DC – similarity & difference SC –Culture Link to sustainable goal 15 Life on land - What was Mayan life like and how does this compare to Anglo Saxon Life? DC -similarity & difference SC – culture Link to sustainable goal 15 Life on land - Why did the Mayan Empire end so quickly? DC – cause & consequence. Recap – enquiry	What were the achievements of the Ancient Greek Civilisation and how did they influence the western world? - Where in the world is Greece and when were the Ancient Greeks around? DC –chronology SC - significance - What was daily life like as an Ancient Greek? DC -exploring sources SC – culture Link to sustainable goal 15 Life on land - What was the significance of Greek Gods/Goddesses and their influence today? DC – continuity & change SC -significance, religion - What was the Trojan war and why is it remembered as a significant event? (covered in Greek Day) DC – Cause & consequence SC -significance, military, political Link to sustainable goal 16 peace & justice - How did the Olympic Games originate and how were they different to today's events? (Covered in Greek Day) DC -continuity & change SC -culture - Recap – Can we answer our enquiry Question?	

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