



Long Term Plan for History

Subject Leader: Gemma Lingham

Date: September 2023

Year B (2022 – 2023)	Autumn	Spring	Summer
Class 1	<p>Great Fire of London Children will learn about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. Key enquiry question: How do we know what happened during the Great Fire of London?</p>	<p>Changes in toys Children will explore the history of toys as they think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today. Key enquiry question: What sort of toys did our grandparents play with and how do we know?</p>	<p>Changes in homes Children will investigate homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times. Key enquiry question: How can we tell these homes are old?</p>
Substantive concepts	Archaeology	Civilisation	Civilisation
Disciplinary concepts	Historical significance	Handling evidence	Similarities and differences
Class 2	<p>Gunpowder Plot Children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. Key enquiry question: Why did Guy Fawkes want to blow up parliament?</p>	<p>Titanic Children will learn about the key events that led to the Titanic sinking. They will investigate the differences in social classes on the ship and their different experiences. Key enquiry question: How different were the lives of the rich and poor onboard the Titanic?</p>	<p>Changes in seaside holidays Children will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare and develop a chronological understanding of changes. Key enquiry question: What was going to the seaside like 100 years ago?</p>
Substantive concepts	Religion	Social justice	Civilisation
Disciplinary concepts	Historical significance	Handling evidence	Similarities and differences
Class 3	<p>Stone Age Children will develop a chronological understanding of key events of the Stone Age period. They will also learn about what life was like and investigate what we know about Skara Brae</p>	<p>The Tudors Children will compare the very different lives of Tudors rich and poor and study the differences in lifestyles and living conditions. They will consider what life would have been like in Tudor times before looking in more detail at</p>	<p>The Victorians Children will compare their modern lifestyles to the lifestyles of both poor and rich Victorian children and will find out a wealth of information about different aspects of life for people in Victorian Britain. Local Study: Ironbridge</p>

	<p>Key enquiry question: What can we learn about life in the Stone Age from a study of Skara Brae?</p>	<p>aspects such as housing, food, clothing and family life for both rich Tudors and poor Tudors.</p> <p>Key enquiry question: How were lifestyles different for the rich and poor in Tudor Britain?</p>	<p>Ironbridge</p> <p>Key enquiry question: What were the main changes that took place during Victorian Britain in Telford and Wrekin?</p>
Substantive concepts	<p>Archaeology Civilisation</p>	<p>Social justice Monarchy</p>	<p>Social justice Monarchy</p>
Disciplinary concepts	<p>Handling evidence Historical significance</p>	<p>Similarities and differences Historical significance</p>	<p>Similarities and differences Change & continuity</p>
Class 4	<p>Ancient Egypt Children will understand and become familiar with the ancient Egyptian civilisation. From mummification to the River Nile, they will find out all about life in ancient Egypt and what we can learn from the evidence the ancient Egyptians left behind.</p> <p>Key enquiry question: How do we know what Ancient Egypt was like over 5000 years ago?</p>	<p>Anglo-Saxons, Picts & Scots Children will learn how the Anglo-Saxons influenced the English language, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain.</p> <p>Key enquiry question: How did people's lives change when Christianity came to Britain and how do we know?</p>	<p>Riotous Royalty Children will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.</p> <p>Key enquiry question: How has the role of the monarch changed and what are the reasons for these changes?</p>
Substantive concepts	<p>Archaeology Civilisation</p>	<p>Archaeology Religion</p>	<p>Monarchy Empire</p>
Disciplinary concepts	<p>Handling evidence Historical interpretation</p>	<p>Historical significance Similarities and differences</p>	<p>Change and continuity Cause and consequence</p>
Class 5	<p>Stone Age to Iron Age Children will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</p> <p>Key enquiry question: What was life like in the Iron Age and how do we know?</p>	<p>Benin Children learn about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. They will explore western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time.</p> <p>Key enquiry question: Why is Benin a significant civilisation?</p>	<p>Medicine and disease Children will discover how medicine has changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries. Would they have liked to be treated by an Egyptian doctor or would they prefer to have fallen ill during the Tudor period?</p> <p>Key enquiry question: Have we learned from the past when dealing with diseases such as COVID 19?</p>
Substantive concepts	<p>Archaeology Civilisation</p>	<p>Civilisation Religion</p>	<p>Social Justice Civilisation</p>

Disciplinary concepts	Historical interpretation Handling evidence	Cause and consequence Historical significance	Similarities and differences Change and continuity
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Disciplinary concepts						
KS1	Similarities and differences		Handling evidence		Historical significance	
LKS2	Similarities and differences	Handling evidence		Historical significance		Change and continuity
UKS2	Similarities and differences	Handling evidence	Historical significance	Change and continuity	Cause and consequence	Historical interpretation