



Long Term Plan for History

Subject Leader: Gemma Lingham

Date: July 2025

Year A (2021 – 2022)	Autumn	Spring	Summer
Class 1	WW1 Children will find out why and how Remembrance Day is marked, the experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front. Local Study Key enquiry question: How do we remember WWI in High Ercall?	Great Women who changed the World Children will learn about the impact Mary Anning and Rosa Parks had and what makes a person significant. Key enquiry question: What sort of people were Mary Anning and other significant women that made them succeed?	Childhood changes Children will learn about childhood and how it has changed over time, from toys crazes to schools to homes. Key enquiry question: What was our grandparent's childhood like?
Substantive concepts	Conflict	Social Justice	Civilisation
Disciplinary concepts	Handling evidence	Historical significance	Similarities and differences
Class 2	Nurturing nurses Children will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. Children will establish what makes a person significant, explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today. Key enquiry question: Why did Florence, Mary and Edith put themselves in danger by going to places of war? How did they help the soldiers?	Kings and Queens Children will learn about the significant British monarchs in history, and will be given a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. Key enquiry question: How similar and different were Queen Elizabeth I and Queen Victoria?	Changes in transport Children will learn about the development of travel and transport throughout history. They will also look at the significant individuals George Stephenson and the Wright brothers Local Study – RAF Cosford Museum Key enquiry question: How has flight changed as a result of the Wright Brothers' work?
Substantive concepts	Conflict	Monarchy	Civilisation
Disciplinary concepts	Historical significance	Similarities and differences	Handling evidence
Class 3	The Maya Class 3 will be finding out where the Maya lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind and	The Romans Children will learn about how society in the Roman Empire was structured, what daily life was like for the Romans, who the gladiators were, what the	British History Heroes Children will explore the lives and achievements of some of the people who we now consider to be 'British history heroes'.

	<p>uncovering some Mayan mysteries.</p> <p>Key enquiry question: How can we know what life was like for the Maya?</p>	<p>Romans believed, and much more!</p> <p>Key enquiry question: What was everyday life like in Ancient Rome?</p>	<p>Key enquiry question: Who made the most significant impact on how we live today?</p>
Substantive concepts	<p>Archaeology</p> <p>Civilisation</p>	<p>Archaeology</p> <p>Religion</p>	<p>Civilisation</p> <p>Social justice</p>
Disciplinary concepts	<p>Similarities and differences</p> <p>Historical significance</p>	<p>Handling evidence</p> <p>Change & continuity</p>	<p>Historical significance</p> <p>Change & continuity</p>
Class 4	<p>Ancient Greece and Roman empire</p> <p>Children will learn about how the ancient Romans and Greeks were ruled and how they expanded their empire.</p> <p>Key enquiry question: Who had the greatest army – Romans or Greeks?</p>	<p>Vikings vs Anglo-Saxons</p> <p>Children will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p> <p>Key enquiry question: How did the Vikings try to take over the country and how close did they get?</p>	<p>Crime & Punishment</p> <p>Children will discover how crime and punishment has changed throughout the ages. Beginning with the Romans and traveling right through to the present day.</p> <p>Key enquiry question: Has the way we catch and punish criminals improved?</p>
Substantive concepts	<p>Archaeology</p> <p>Conflict</p>	<p>Conflict</p> <p>Civilisation</p>	<p>Social justice</p> <p>Civilisation</p>
Disciplinary concepts	<p>Historical interpretation</p> <p>Cause & consequence</p>	<p>Handling evidence</p> <p>Historical significance</p>	<p>Similarities and differences</p> <p>Change & continuity</p>
Class 5	<p>The Shang Dynasty</p> <p>Children will first learn of where and when the first civilizations appeared and then study in depth who the Ancient Shang people were, where and when they lived, using maps and atlases to locate Shang cities. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies.</p> <p>Key enquiry question: What can we tell about the Shang Dynasty from Fu Hao's tomb?</p>	<p>Ancient Greece</p> <p>Children will first learn about the different periods of ancient Greece, and place the civilisation in time. They will explore how the different areas of Greece were governed, and compare the two city-states of Athens and Sparta. Children find out about the daily life of the ancient Greeks, before exploring Greek mythology and the impact of some of the great philosophers of the time. They will reflect on how the ancient Greek civilisation still influences modern life today.</p> <p>Key enquiry question: How do we know how the Ancient Greeks lived?</p>	<p>WWII</p> <p>Children will learn when and why World War II began and find out about the key individuals and countries involved. They will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia</p> <p>Local study: High Ercall airfield</p> <p>Key enquiry question: How was High Ercall and the surrounding villages impacted during WWII.</p>
Substantive concepts	<p>Archaeology</p> <p>Religion</p>	<p>Archaeology</p> <p>Religion</p>	<p>Conflict</p> <p>Social Justice</p>

Disciplinary concepts	Historical Interpretation Historical significance	Handling evidence Similarities and differences	Change and continuity Cause & consequence
------------------------------	--	---	--

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