

History Long Term Plan

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	<p>What is your super power? <i>(Talk about the lives of the people around them and their roles in society)</i></p>	<p>Into the Woods <i>(Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class)</i></p>	<p>People Who Help Us <i>(Talk about the lives of people around them and their roles in society.)</i></p>	Amazing Animals	Come Outside	<p>Our Oceans <i>(Understand the past through settings, characters and events encountered in books read in class and storytelling.)</i></p>
Cycle B	<p>Rainbows & stars <i>(Talk about the lives of the people around them and their roles in society)</i></p>	Light & Dark	Winter Wonderland	<p>Our Home, Our Planet <i>(Begin to make sense of their own life-story and family's history)</i></p>	<p>Journeys & Transport <i>(Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class)</i></p>	<p>Kings, Queens & Castles <i>(Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.)</i></p>



Love



Friendship



Compassion



Community



Trust



Forgiveness



KS1	Autumn 1	Spring 1	Summer 1
Cycle A	How did the Great Fire of London change London? <ul style="list-style-type: none"> • Power and Rule • Settlement 	What makes someone significant? <ul style="list-style-type: none"> • Culture • Settlement • Power and Rule 	Why was the first moon landing so important? <ul style="list-style-type: none"> • Exploration and Conflict
Cycle B	Why are nurses so influential? <ul style="list-style-type: none"> • Culture • Settlement 	Why did the Tudors have a long-lasting dynasty? <ul style="list-style-type: none"> • Government • Settlement • Culture 	How is my childhood different to my grandparents? <ul style="list-style-type: none"> • Power and Rule • Culture
LKS2	Autumn 1	Spring 1	Summer 1
Cycle A	How did the Ancient Greeks change the world? <ul style="list-style-type: none"> • Settlement • Power and Rule • Culture 	Why did the Anglo-Saxons settle in Britain? <ul style="list-style-type: none"> • Exploration and Conflict • Settlement • Power and Rule 	Were the Vikings right to invade England? <ul style="list-style-type: none"> • Exploration and Conflict • Settlement • Power and Rule
Cycle B	How has life changed since the Stone Age? <ul style="list-style-type: none"> • Culture • Settlement 	Why is Parliament so important? <ul style="list-style-type: none"> • Settlement • Culture • Government 	How did the Roman Empire change Britain? <ul style="list-style-type: none"> • Exploration and Conflict • Government • Culture • Settlement
UKS2	Autumn 1	Spring 1	Summer 1
Cycle A	Why is the Mayan empire not well known? <ul style="list-style-type: none"> • Religion • Government • Culture 	Was the Victorian era the most impactful in Britain? <ul style="list-style-type: none"> • Government • Power and Rule 	How has technology changed in modern history? <ul style="list-style-type: none"> • Culture



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Cycle B	What made a good ruler throughout History? <ul style="list-style-type: none">• Government• Power and Rule• Religion	Why did so many people move from the countryside during the Industrial Revolution? <ul style="list-style-type: none">• Settlement• Culture• Government	Battle of Britain <ul style="list-style-type: none">• Exploration and Conflict• Government• Power and Rule
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Chronology

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history.



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CHRIST CHURCH
MULTI-ACADEMY TRUST



	Government	Exploration and Conflict	Religion	Power and Rule	Culture	Settlement
KS1	Government	Army	Belief	Ancestor	Art	Civilization
	Law	Enemy	Church	Coronation	Gold	City
	Nation	Immigration	Holy	Crown	Image	Community
	Prime minister	Migration	Religion	House	Sign	Country
		Refugee		King/Queen	Symbol	Nation
				Kingdom		Nationality
				Monarchy		Slave
				Power		
			Ruler			
			Throne			
	Government	Exploration and Conflict	Religion	Power and Rule	Culture	Settlement
LKS2	Advisor	Border	Afterlife	Emperor/Empress	Architecture	Class
	Authority	Conflict	Duty	<u>Honour</u>	Ballad	Dependence
	Council	Conquest	Devotion	Hierarchy	Customs	Diversity
	Court	Military	Goddess	Heir/Succession	Craftsman/woman	Estate
	Official	Navy	Paradise	Inheritance	Marble	Merchant
	Politician	Peace	Sacrifice	Justice	Style	Nobility
	Tax	Trade	Soul	Lord	Tradition	Order
		War/Civil war	Temple	Nobility		Peasant
				Rights		Peasantry
				Suffering		Relationship
					Settlement	
					Society	
	Government	Exploration and Conflict	Religion	Power and Rule	Culture	Settlement
UKS2	Administration	Ally/Alliance	Deity/Divinity	Democracy	Ebony	Caste
	Ambassador	Boundary	Persecution	Dictator	Folksong	Colony
	Representative	Censorship	Reformation	Dynasty	Frieze	Landholding
	Republic	Frontier	Rituals	Liberation	Inscription	<u>Urbanisation</u>
	Scribe	Liberate	Underworld	Privilege	Parchment	
	State	Morale		Protests	Papyrus	
		Propaganda		Resistance	Scribe	



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Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically valid questions, create connections, identify contrasts, examine trends and construct analyses.

Significance	Cause and Consequence	Change and Continuity	Similarities and Differences	Interpretation and Evidence
<ul style="list-style-type: none"> • Why was this person/ event important? • Explain what this person/ event did that was important? • What impact did this person have on events or people? • What impact did this event (or period of history) have on events or people? • How did life change follow this? 	<ul style="list-style-type: none"> • What happened and why? • What was the result? • Who was affected? • What was the impact of the event on others? 	<ul style="list-style-type: none"> • What has stayed the same? Why? • What has changed? Why and how? • What other period of history is that the same as? • What other period of history is that different to? • Is it still like that today? Why? • Which changes were most significant? Why? • Did it change like this everywhere or for everyone? 	<ul style="list-style-type: none"> • Was it the same for everyone? • Who was it different for? • How was life different for them? • Why was it different for them? 	<ul style="list-style-type: none"> • What is the evidence? • How do people know this? • What can this source tell me? • Can I trust this source? Is it reliable? • What did the person who write this source think? • Why did they think like that? • Who might see it differently and why?



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