

Westgate Primary School – History Long Term Planning

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	People who help us - Family, teachers at school		Our Home Town	People who help us - Police		Welcoming Others
Historical enquiry/Key question	Who are the people that help us? Why do we need leaders?		What can I find out about my home town?	What roles do the police have? How do they help us?		How long have I lived here? How long have my parents and family lived here? Why did a relative or friend move to Morecambe?
History Substantive Knowledge	Substantive Concepts (First Order Concepts): <b>Civilisations</b>  Talk about the lives of the people around them and their roles in society		Substantive Concepts (First Order Concepts): <b>Civilisations</b>  Use different sources to find out about places and describe their features.	Substantive Concepts (First Order Concepts): <b>Rights</b>  Talk about the lives of the people around them and their roles in society.		Substantive Concepts (First Order Concepts): <b>Migration/invasion</b>  Talk about the lives of the people around them.
Disciplinary Knowledge	Disciplinary (Second Order) Concept: <b>Significance</b>  EYFS Key Learning Communication - talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.		Disciplinary (Second Order) Concept: <b>Sources and Evidence</b>  EYFS Key Learning Research - find out about places. Ask questions, using different sources to find the answers (including books).	Disciplinary (second Order) Concept: <b>Significance</b>  EYFS Key Learning Communication - talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.		Disciplinary (second Order) Concept: <b>Significance</b>  EYFS Key Learning Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.  <i>Suggested texts and resources:</i> 'Welcome' by Barroux. 'Coming to England' by Floella Benjamin

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Our Royal Family		Titanic	Great Fire of London	
Historical enquiry/Key question		How have Queen Elizabeth II and King Charles III helped people throughout their lives? E.g QE2 WW2 broadcast KC3 Princes Trust -helping younger people across the nation.		What can we learn from the sinking of the Titanic	What features of 17th Century London might have helped cause The Great Fire of London?	
History Substantive Knowledge		Substantive Concepts (First Order Concepts): <b>Leadership</b>  Changes within living memory.  Where appropriate these should be used to reveal aspects of change in national life.		Substantive Concepts (First Order Concepts): <b>Migration/invasion</b>  Events beyond living memory that are significant nationally or globally.	Substantive Concepts (First Order Concepts): <b>Civilisations</b>  Events beyond living memory that are significant nationally or globally.	
Disciplinary Knowledge		Disciplinary (second Order) Concept: <b>Change and Continuity</b>		Disciplinary (Second Order) Concept: <b>Causes and consequence</b>	Disciplinary (second Order) Concept: <b>Cause</b>	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Who were Rosa Parks?		Historical Lancaster
Historical enquiry/Key question				How significant were Rosa Parks and Emmeline Pankhurst in helping to develop equality and human rights?		How was Lancaster Castle used to protect against attacks?
History Substantive Knowledge				Substantive Concepts (First Order Concepts): <b>Rights</b>  The lives of significant individuals in the past who have contributed to national and		Substantive Concepts (First Order Concepts): <b>Migration/invasion</b>  Significant historical events, people and places in their own locality.

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				international achievements. Some should be used to compare aspects of life in different periods.		
<b>Disciplinary Knowledge</b>				<b>Disciplinary (Second Order) Concept: Historical significance</b>		<b>Disciplinary (Second Order) Concept: Sources and evidence</b>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>			<b>Morecambe Past and Present</b>		<b>The Stone Age</b>	<b>Romans</b>
<b>Historical enquiry/Key question</b>			Why have people visited our hometown over time? How might the Eden Project entice people to return to our town?		What caused the change from hunter-gatherer to settled farmer?	Who was Boudicca and why did she lead the resistance against the Romans?
<b>History Substantive Knowledge</b>			Substantive Concepts (First Order Concepts): <b>Civilisations</b>  A local history study		Substantive Concepts (First Order Concepts): <b>Migration/invasion</b>  Changes in Britain from the Stone Age to the Iron Age	Substantive Concepts (First Order Concepts): <b>Leadership</b>  The Roman Empire and its impact on Britain
<b>Disciplinary Knowledge (Skills)</b>			<b>Disciplinary (Second Order) Concept: Causes and consequence</b>		<b>Disciplinary (Second Order) Concept: Change and continuity</b>	<b>Disciplinary (Second Order) Concept: Historical Interpretations</b>

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme		The Egyptians				Ancient Greece
Historical enquiry/Key question		How much did Ancient Sumer, Shang Dynasty and the Indus Valley civilisation have in common?  What might the tomb of Nefertari reveal about life in Ancient Egypt?				How did the rights of the people in Athens compare to those in Sparta?
History Substantive Knowledge		Substantive Concepts (First Order Concepts): <b>Civilisation</b>  A study of the achievements of the earliest civilizations - <u>an overview</u> of where and when the first civilizations appeared <u>and a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.				Substantive Concepts (First Order Concepts): <b>Rights</b>  <b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world.  Positives and their influence nowadays
Disciplinary Knowledge (Skills)		Disciplinary (Second Order) Concept: Sources and Evidence				Disciplinary (Second Order) Concept: Similarities and Differences

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme		The Anglo- Saxons		Vikings	Sutton Hoo	
Historical enquiry/Key question		What great things did 'Alfred the Great' achieve?		What were the Vikings really like? Is it fair to call them all brutal invaders?	Who was buried at Sutton Hoo?	

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<b>History Substantive Knowledge</b>		<p>Substantive Concepts (First Order Concepts): <b>Leadership</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p>		<p>Substantive Concepts (First Order Concepts): <b>Migration/invasion</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Substantive Concepts (First Order Concepts): <b>Leadership</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	
<b>History Disciplinary Knowledge</b>		<p>Disciplinary (Second Order) Concept: <b>Historical Significance</b></p>		<p>Disciplinary (Second Order) Concept: <b>Historical Interpretations</b></p>	<p>Disciplinary (Second Order) Concept: <b>Historical Significance</b></p>	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Early Islamic Civilisation	Lancaster and the Slave Trade			
<b>Historical enquiry/Key question</b>		How were the cities of Baghdad and Jorvik different despite existing at the same time?	What was the trans-Atlantic slave trade? Was Lancashire involved? How and why was the transatlantic slave trade abolished?			
<b>History Substantive Knowledge</b>		<p>Substantive Concepts (First Order Concepts): <b>Civilisations</b></p> <p>A non-European society that provides contrasts with British history</p>	<p>Substantive Concepts (First Order Concepts): <b>Rights</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A local History Study</p>			
<b>Disciplinary Knowledge</b>		<p>Disciplinary (Second Order) Concept: <b>Similarities and Differences</b></p>	<p>Disciplinary (Second Order) Concept: <b>Sources and Evidence</b></p>			