



## History – Long Term Plan – 2025-2026

History		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R		<b>Enchanted Woodlands</b> Retelling stories	Tell me a story Bonfire Night Gunpowder Plot	To infinity and Beyond Space Race	A Long, Long Time Ago Dinosaurs Mary Anning	In the Garden	The Sea
Y1	<u>Substantive Knowledge:</u> Topic knowledge Chronological awareness Substantive (abstract) concepts - Substantive concepts are key concepts, such as 'empire', 'monarchy', or 'invasion and settlement', which children learn about during their study of primary History. Substantive concepts are fundamental elements of		How am I making history?		How have toys changed?		How have explorers changed the world?
Y2		How was school different in the past?		How did we learn to fly?		What is a monarch?	
Y3			British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?		British history 2: Why did the Romans invade and settle in Britain?		What was important to ancient Egyptians?



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Y4	children's historical knowledge, however they are abstract and therefore children may find them challenging to understand.	How have children's lives changed?		British history 4: What changed in Britain after the Anglo-Saxon invasion?		How did the achievements of the ancient Maya impact their society and beyond?	
Y5	<u>Disciplinary Knowledge:</u> Disciplinary concepts – change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations Historical enquiry – question, investigate, interpret, evaluate and conclude and communicate.		Were the Vikings raiders, traders or something else?		British history 5: What was life like in Tudor England?		What is the legacy of the ancient Greek civilisation?
Y6		What can the census tell us about local areas?		What was the impact of World War 2 on the people of Britain?		What was the Sikh Empire?	