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History – Long Term Plan – 2026-2027

History		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R		**Magical Me**	**Special People Special Times** Bonfire Night Gunpowder Plot	**To infinity and Beyond**	**Roarsome Fun** Understanding the past through settings, characters and events	**Wriggle, Crawl and Fly**	**Commotion in the Ocean** How have we changed?
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		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?	

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Y3	primary History. Substantive concepts are fundamental elements of children's historical knowledge, however they are abstract and therefore children may find them challenging to understand. Disciplinary Knowledge: Disciplinary concepts – change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations Historical enquiry – question, investigate,		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?		How different were the beliefs in Ancient Egypt?
Y4		How have children's lives changed?		British history 3: How hard was it to invade and settle in Britain?		How did the achievements of the ancient Maya impact their society and beyond?	
Y5			What is the legacy of the Ancient Greek civilisation?		British history 5: What was life like in Tudor England?		Were the Vikings raiders, traders or something else?
Y6		What can the census tell us about local areas?		British history 6: What was the impact of World War 2 on the people of Britain?		Unheard Histories: Who should go on the £10 bank note?	

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	interpret, evaluate and conclude and communicate.						

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