

Long Term subject plan for:- *History*

2025-6



**Enquiry Questions;**  
**Disciplinary Concepts;**  
**Reoccurring Abstract Concepts (Big Ideas)**

**Cause, Consequence, Change and continuity, Similarity and Difference, Historical Significance  
 Civilisation, Settlement, Migration, Democracy, Technology, Empire, Diplomacy, Trade, Monarchy**

Topics to be covered by each year group

Year group	Autumn Term		Spring Term	Summer Term	
	Autumn 1	Autumn 2		Summer 1	Summer 2
	Nursery	Seasons through the year- Autumn Festivals - Diwali, Families and birthdays Persons of interest - Our teachers, our class	Winter Christmas Persons of interest - Mr Morgan  <i>Concepts introduced where applicable.</i>  Trade Monarchy Technology	Spring Easter Life Cycles - Butterflies - flowers	Summer Seaside Person of Interest - Reception teachers
Reception	Through the Keyhole - Children talk about past and present events in their own lives and in	Family Fun Times - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are		Hatched - Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and	

	the lives of family members.	sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.		plants and explain why some things occur, and talk about changes.	
Year 1		<p><b>Explorers</b>          Sir John Allcock/Amelia Earhart/          Mae Jemison/ Tim Peake  <i>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - significant historical events, people and places in their own locality.</i></p> <p><b>EQ - Why were these explorers significant?</b></p> <p><b>Significance</b>          Similarity and difference</p> <p>Technology</p>		<p><b>History of Toys</b>  <i>(changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - comparing parents'/grandparents' toys with children's)</i></p> <p><b>EQ - How have toys changed since my grandparent's time?</b></p> <p><b>Change and continuity</b>  <b>Similarity and difference</b></p> <p>Technology          Trade</p>	
Year 2		<p><b>Great Fire of London</b>  <i>(events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries])</i></p> <p><b>EQ - How did TGFoL change London and how do we know?</b></p> <p><b>Consequence</b>          Cause          Monarchy          Democracy</p>		<p><b>Heroes Topic</b> - <i>Lives of Significant individuals/ significant historical events, people and places in their own locality</i></p> <p>Florence Nightingale / Mary Seacole— looking at how nursing has changed.</p> <p><b>EQ - Why are Florence Nightingale and Mary Seacole significant for nursing today and how do we know?</b></p> <p><b>Significance</b>          Similarity and difference</p> <p>L.S. Lowry</p>	

		Settlement	<p>linked with Changes within living memory – in our local area, housing, building etc.</p> <p><b>EQ - Why is L.S Lowry significant in Manchester and beyond and how do we know?</b></p> <p><b>Significance</b></p> <p>Empire Civilisation</p>
Year 3	<p>Ancient civilisations – an overview and an in depth study of Ancient Egypt</p> <p><i>(the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</i></p> <p><b>EQ - What was life like in Ancient Egypt and how do we know?</b></p> <p><b>Significance</b> Similarity and difference</p> <p><b>Civilisation</b> <b>Settlement</b> Empire Trade Migration</p>		<p>Stone Age to Iron Age <i>(changes in Britain from the Stone Age to the Iron Age)</i></p> <p><b>EQ - What changed and what stayed the same in Britain from the Stone Age to the Iron Age and how do we know?</b></p> <p><b>Continuity and change</b> Similarity and difference</p> <p><b>Settlement</b> <b>Migration</b> Civilisation Trade Democracy</p>
Year 4	<p>Ancient Greeks</p> <p><i>(Ancient Greece – a study of Greek life and achievements and their influence on the western world)</i></p> <p><b>EQ - Did the Ancient Greek Empire leave us a significant legacy?</b></p> <p><b>Significance</b></p>		<p>Roman Empire and impact on Britain <i>(the Roman Empire and its impact on Britain)</i></p> <p><b>EQ - What was the impact of the Roman Empire on Britain and how do we know?</b></p> <p><b>Consequence</b> <b>Continuity and change</b></p>

	<p><b>Civilisation</b>  <b>Democracy</b>  Empire  Trade  Diplomacy  Monarchy</p> <p>Black History Month – Notabl Black figure – Walter Tull, cross curricular with English</p> <p><b>Empire</b>  <b>Diplomacy</b>  <b>Migration</b></p>		<p><b>Technology</b>  <b>Empire</b>  Civilisation  Settlement  Trade  Diplomacy  Monarchy  Migration  Democracy</p>
Year 5	<p>Anglo-Saxons and Vikings  <i>(Britain’s settlement by Anglo-Saxons and Scots  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i></p> <p><b>EQ - What changed and what stayed the same when the Anglo-Saxons settled England and how do we know?</b></p> <p><b>Continuity and change</b>  Cause</p>	<p><b>EQ - How and why did England become a unified country and how do we know?</b></p> <p><b>Cause</b></p> <p><b>Diplomacy</b>  <b>Migration</b>  Settlement  Empire  Trade  Monarchy</p>	<p>Crime and Punishment  <i>(A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)</i></p> <p><b>EQ - How did crime and punishment change from the Anglo-Saxons to the present, and how do we know?</b></p> <p><b>Continuity and change</b>  Cause</p> <p><b>Democracy</b>  Civilisation  Empire  Diplomacy  Migration  Monarchy</p>
Year 6	<p>WW2 with a focus on Evacuation and Manchester</p>	<p>Suffragettes  <i>(a local history study: a study over time tracing how several aspects of national</i></p>	<p>Early Islamic Civilisation, including a study of Baghdad  <i>(a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.)</i></p>

	<p><i>(a local history study: a study over time tracing how several aspects of national history are reflected in the locality [this can go beyond 1066])</i></p> <p><b>EQ - What changed for Manchester's children over WW2 and how do we know?</b></p> <p><b>Continuity and change</b></p> <p><b>Migration</b> Trade Diplomacy</p>	<p><i>history are reflected in the locality [this can go beyond 1066])</i></p> <p><b>EQ - What did the Suffragettes do for British democracy and how do we know?</b></p> <p><b>Consequence</b> Significance</p> <p><b>Democracy</b></p>	<p><b>EQ – What were the significant achievements of Early Islamic civilisation and how do we know?</b></p> <p><b>Significance</b> Similarity and difference</p> <p><b>Civilisation</b> Empire</p>
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***Excellence without compromise***