



CORBY PRIMARY ACADEMY

History – Long Term Plan – 2023-2024

History		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	<p>Substantive Knowledge:</p>	Tell Me a Story Retelling stories characters and events	Let's Celebrate Bonfire Night Gunpowder Plot	Chinese New Year Differences between countries and other cultures Respecting other cultures different to our own	A Long, Long Time Ago Dinosaurs Mary Anning How do we know about the past? Comparing their childhood with the past.	Changes over time – Watching a caterpillar grow into a butterfly comparing the differences of a chick growing	Different sand sculptures and castles, with damp sand in a tuff spot tray encourage the children to make their own	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>
KS1 Y1	<p><u>Topic knowledge</u></p> <p><u>Chronological awareness</u></p> <p><u>Substantive (abstract) concepts</u> – 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 children’s historical knowledge, however they are abstract and therefore children may find them challenging to understand.</p>		<p><u>How am I making history?</u> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>		<p><u>How have toys changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p>		<p><u>How have explorers changed the world?</u> Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
KS1/KS2 Y2	<p>Disciplinary Knowledge:</p> <p><u>Disciplinary concepts</u> – change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations</p> <p><u>Historical enquiry</u> – question, investigate, interpret, evaluate and conclude and communicate</p>	<p><u>How was school different in the past?</u> Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>		<p><u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>		<p><u>What is a monarch?</u> Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved.</p>		
KS2 Y3			<p>British history 1: <u>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> (6 lessons) Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain’s story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>		<p>British history 2: <u>Why did the Romans settle in Britain?</u> Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>		<p>How different were the beliefs in Ancient Egypt? Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs.</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical</p>
KS2 Y4		<p><u>How have children’s lives changed?</u> Investigating the changes in children’s lives through time, children learn how spare time,</p>		<p>British history 3: <u>How hard was it to invade and settle in Britain?</u> Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity</p>		<p>British history 4: <u>Were the Vikings raiders or peace-loving settlers?</u> Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for</p>		



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		children’s health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.		spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.		Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.		claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
KS2 Y5			British history 5: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.		What did the Greeks ever do for us? Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.		Migration Learning about the different reasons for migrating to Britain, children investigate the different groups of people moving to Britain including the Irish migrants, religious migrants and migrations after WWII. Looking at evidence, they investigate the different experiences of migrants.	
KS2 Y6		What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.		British history 6: What was the impact of World War II on the people of Britain? Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II.		Why did the Maya civilisation decline so quickly? Extending their knowledge of civilisations, children will compare and contrast the Maya to Britons. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Learning about the achievements of the Maya, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.		
KS3	<ul style="list-style-type: none"> ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 							