

Brunshaw Primary School History Long Term Plan (2025)

Historical Threads (Substantive Concepts- First order concepts)					
Migration	Childhood	Civilisations	Justice and Equality	Power and Leadership	
Why have people travelled to new places of countries?	How have 'childhood' experiences and children's ways of life differed over time?	What similarities and differences have we noted between different civilisations?	How and why have people fought for justice and equality?	How have leaders and people in positions of power influenced cultures and changed ways of life?	
Disciplinary Concepts – Second order concepts					
Change and Continuity	Sources and Evidence	Historical Significance	Historical Interpretations	Similarity and Difference	Causes and Consequences
How historians construct arguments about the nature, pace, and extent of change in the past	How historians use sources as evidence to answer a question	How historians and others attribute significance to past events or people, deeming them worthy of study or attention	How historians construct their accounts of the past, including how and why these differ	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past	How historians construct arguments about the causes and consequences of events
	Autumn		Spring		Summer
EYFS	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Our Home Town</u> SC: Civilisations DC: Sources and Evidence What can I find out about my home town? (Links to KS1/ GFOL – local bakery, fire station, firemen etc)		ELG: Talk about the lives of the people around them and their roles in society. <u>My growth and identity</u> SC: Childhood DC: Change and continuity How have I grown and what will I grow up to be? Suggested texts: ‘Only One You’ by Linda Kranz. ‘Kind’ by Alison Green		ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>Welcoming Others/ Hospitality</u> SC: Migration DC: Historical significance How long have my family lived in Burnley? Why did they move here? Suggested texts: ‘Welcome’ by Barroux. ‘Coming to England’ by Floella Benjamin

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EYFS	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>Ella Fitzgerald/ Black History</u> SC: Justice and Equality DC: Causes</p> <p>Why did Ella have to be so brave?</p> <p>Suggested texts: Little People Big Dreams Books/ YouTube videos</p>	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><u>People who help us, e.g. police</u></p> <p>SC: Power & Leadership DC: Sources and Evidence</p> <p>How do people help us in our community?</p>	
Year 1	<p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>Family History (Toys):</u> SC: Childhood DC: Historical significance</p> <p>What toys did my grandparents play with as children?</p> <p>Do children still play with those toys today?</p> <p>School Toy Museum (Staff) then School Toy Museum (children)</p>	<p>NC: Events beyond living memory that are significant nationally or globally. E.g. the Great Fire of London</p> <p><u>The Great Fire of London</u></p> <p>SC: Civilisations DC: Cause</p> <p>What was it about London, a long time ago, that helped to cause the Great Fire of London?</p>	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. <i>Some should be used to compare aspects of lives in different periods.</i></p> <p><u>Explorers: Christopher Columbus and Neil Armstrong</u></p> <p>SC: Power & Leadership DC: Significance</p> <p>What made the journeys of Columbus and Armstrong so special/ significant?</p> <p>"What did they eat on that boat?"</p>

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	<p>Suggested text: <i>The big out of doors</i> <i>Alfie Storybook</i> by Shirley Hughes & <i>Dogger</i> by Shirley Hughes</p> <p>Suggested texts: <i>The Toymaker</i> by Waddell Martin <i>Dogger</i> by Shirley Hughes.</p>		<p>What was it like on that boat/ spaceship and why was the journey so perilous? Why has no one attempted that journey before?</p> <p>What were Columbus and Armstrong like as leaders?</p>
Year 2	<p>NC: Significant historical events, people and places in their own locality.</p> <p><u>Wallace Hartley and the Sinking of the Titanic</u></p> <p>SC: Civilisations DC: Significance</p> <p>How did Wallace Hartley lift everyone's spirits during the sinking of the Titanic?</p> <p>Why do we remember him in Burnley today?</p>	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. <i>Some should be used to compare aspects of lives in different periods.</i></p> <p><u>Learie Constantine</u> (and Marcus Rashford) SC: Justice and Equality DC: Significance</p> <p>Why was Learie Constantine awarded the 'Trinity Cross'?</p> <p>Suggested texts/ resources: published unit, PDF, artefact session video https://www.youtube.com/watch?v=vq8U-DMaf5E</p>	<p>NC: Significant historical events, people and places in their own locality.</p> <p><u>Seaside Holidays and the Blackpool Tower</u></p> <p>SC: Childhood DC: Significance</p> <p>Where did my parents and grandparents go on holiday?</p> <p>What role has Blackpool Tower played within local people's holidays?</p>
Year 3	<p>NC: A study of an aspect or theme (exploration) in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>NC: Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Hunter Gatherers and Early Farmers (Skara Brae)</u></p>	<p>NC: Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Stonehenge and Iron Hill Forts</u></p>

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	<p>Crime and Punishment (of children) in Lancashire/ The Turf Moor Break-in</p> <p>SC: Justice & Equality DC: Change and Continuity</p> <p>How have crimes and punishments in Lancashire changed over time?</p> <p>How were children punished in the past?</p>	<p>SC: Childhood DC: Change and Continuity</p> <p>How did life change for children during the Stone Age in Britain?</p>	<p>SC: Civilisations DC: Sources and Evidence</p> <p>What can we learn about life in prehistory from Stonehenge and Iron Hill Forts?</p>
Year 4	<p>NC: A study of the achievements of the earliest civilizations – an <u>overview</u> of where and when the first civilizations appeared and a <u>depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Tombs and Monuments within Ancient Civilisations (Depth Study: Ancient Egypt)</p> <p>SC: Civilisations DC: Sources and Evidence</p> <p>What can we learn about Ancient Civilisations from their tombs and monuments?</p> <p>What does Tutankhamun's tomb reveal about ancient Egyptian royal burials?</p>	<p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Athens & Sparta</p> <p>SC: Power & Leadership (Athenian Democracy) DC: Similarities & Differences</p> <p>How did styles of leadership differ between Athens and Sparta?</p> <p>How has Britain been influenced by the early democracy of Ancient Athens?</p>	<p>NC: A study of an aspect or theme (exploration) in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.</u></p> <p>SC: Migration & Civilisations DC: Historical Civilisation</p> <p>What was the Lancashire cotton industry?</p> <p>Was it an important industry to people who lived in Lancashire?</p> <p>What was the Atlantic Slave Trade?</p> <p>Were Great Britain and Lancashire involved?</p>

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			Were the two things linked?
Year 5	<p>The Roman Empire and its impact on Britain: British resistance, for example, Boudicca.</p> <p>Boudicca's Resistance</p> <p>SC: Power & Leadership DC: Consequences</p> <p><i>What were the consequences of Boudicca's resistance to the Romans?</i></p> <p><i>Suggested texts and resources: Queen of Darkness, Boudicca's Army Will Rise by Tony Bradman.</i></p>	<p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>Sutton Hoo & The Book of Kells</p> <p>SC: Migration DC: Sources and Evidence</p> <p><i>What can we learn about Anglo-Saxon warfare and beliefs from the discoveries of Sutton Hoo and the Book of Kells?</i></p> <p><i>What does the Book of Kells reveal about Anglo-Saxon beliefs after the migrated to Britain?</i></p>	<p>NC: A local history study/ Britain since 1066</p> <p>Lancashire and the Transatlantic Slave Trade</p> <p>SC: Justice and Equality DC: Sources and Evidence</p> <p><i>Why was Lancashire/ Liverpool involved with the Transatlantic slave trade?</i></p> <p><i>How did the slave trade affect the rights of enslaved people?</i></p> <p><i>Why did the abolition committee start meeting in 1787?</i></p> <p><i>Suggested texts and resources: School Trip?</i></p>
Year 6	<p>NC: A local history study</p> <p><u>WWII Evacuation</u></p> <p>SC: Childhood DC: Causes</p> <p><i>What caused the mass evacuation of children during WWII?</i></p>	<p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>The Vikings</u></p> <p>SC: Migration DC: Historical Interpretations</p> <p><i>What were the Vikings really like?</i></p> <p><i>Is it fair to call all Vikings 'brutal Invaders'?</i></p>	<p>NC: A non-European society that provides contrasts with British history –Maya civilisation c. AD 900.</p> <p><u>Technology, Rainwater, and the Survival of the Maya</u></p> <p>SC: Civilisations DC: Causes</p> <p><i>What helped to cause the collapse of the Mayan Empire? (Drought theory)</i></p>

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	<p>How did the people of Burnley support the war effort, and look after evacuees on the home front?</p> <p><i>Suggested texts and resources:</i> <i>Goodnight Mister Tom</i> by Michelle Majorian <i>The Lion, The Witch and the Wardrobe</i> by C. S. Lewis (Disney Film opening scenes)</p>	<p><i>Suggested texts and resources:</i> <i>The Chessmen Thief</i> by Barbara Henderson</p>	<p><i>Suggested texts and resources:</i> https://education.nationalgeographic.org/resource/technology-rainwater-survival-maya/</p> <p>British Museum: https://artsandculture.google.com/story/PgWxMGGTRtOKDw Maya VIDEO: Tikal - Ancient Mayan City of Guatemala - 4K DEVINSUPERTRAMP https://www.youtube.com/watch?v=YaUIR2QIx54&t=191s 10 Most Amazing Mayan Ruins - Travel Video https://www.youtube.com/watch?v=T2B0WuJegfY</p>
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