



## History Long Term Plan 2025-2026

Substantive Concepts and themes running through History	Justice and Equality	Civilisations	Beliefs	Migration/ Invasion	Leadership	Trade and Industry
---	----------------------	---------------	---------	---------------------	------------	--------------------

Disciplinary Concepts and themes running through History	Cause	Consequence	Change and Continuity	Similarities and differences	Significance	Historical Sources & Evidence	Historical Interpretations
--	-------	-------------	-----------------------	------------------------------	--------------	-------------------------------	----------------------------

### EYFS

	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Remembering and talking about special events in their own experiences and the experiences of significant individuals in their own lives (family, friends etc), e.g. birthdays, toys, school sports days.</p> <ul style="list-style-type: none"> <li>Knowing and understanding that their grandparents are older than their parents.</li> <li>Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'.</li> <li>Beginning to understand that some familiar stories were set or written in a time before they</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Recognising and describing special times or events for family or friends, e.g. Eid, christenings, Christmas:</p> <ul style="list-style-type: none"> <li>Beginning to compare and contrast characters in stories about the past.</li> <li>Understanding that people celebrated events like Eid and Christmas before they were born;</li> <li>Using appropriate language to describe the past, such as, 'in the past'.</li> </ul>	<p>ELG:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Talk about people who help us, e.g., Special People (role-models), Head teachers and School Leaders</p> <p>Talk about the lives of the people around them and their roles in society. Talk about key roles people have in society both in the present and the past.</p>



# Ormskirk West End Primary School

	were born, e.g. <i>Dogger</i> was written in 1977 when their parents or grandparents were children.		Who is special to me? Who has been a really good example/ role model to me? Who has made my childhood better?  How does our headteacher help us in school/ make school better? How did previous headteachers help our parents etc?
Concepts and Themes	Similarities and Differences	Significance	Significance
<b>KS1</b>			
Beech (Year 1)	How have Queen Elizabeth II and Charles III helped children and young people? (Elizabeth II: Princess Elizabeth Broadcasts To The Nation on Children's Hour (1940) <a href="https://www.youtube.com/watch?v=89CJ_8lqDdA">https://www.youtube.com/watch?v=89CJ_8lqDdA</a> Charles III: The Prince's/ King's Trust <a href="https://www.kingstrust.org.uk/">https://www.kingstrust.org.uk/</a> )	Why were castles built in Clitheroe and Lancashire? (LCC)	Why do we remember the explorations of Christopher Columbus and Neil Armstrong?
Concepts and Themes	Significance	Historical Sources & Evidence	Cause and consequence
NC Objectives	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally	The 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.
<b>KS1</b>			
Elm (Year 2)	Family history: What food did our grandparents eat when they were children? (Local History Short Questionnaires from 'Exploring Local History' by Geoff Timmins)	Who was Learie Constantine, where was he born and why was he important to Lancashire and Great Britain? (LPDS/ Lancashire Archives) <a href="https://www.lancashire.gov.uk/lpds/publications/details/?id=1105">https://www.lancashire.gov.uk/lpds/publications/details/?id=1105</a> Why was Learie Constantine awarded the 'Trinity Cross'? How did Learie help people of different races live well together?	What caused The Great Fire of London a long time ago? (LCC)



# Ormskirk West End Primary School

Concepts and Themes	Change and continuity	Significance	Cause
NC objectives	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally
<b>LKS2</b>			
Maple (Year 3)	How did Britain change from The Stone Age to the Iron Age? LCC/ BBC Teach	How has Crime and Punishment (in Lancashire) changed over time? (LPDS Materials)  <a href="https://www.lancashire.gov.uk/lpds/publications/details/?id=1228">https://www.lancashire.gov.uk/lpds/publications/details/?id=1228</a>	What have the various discoveries and excavations revealed about life in Roman Ribchester? What role did the fort at Ribchester play in helping maintain and consolidate Roman rule in Britain? (LPDS)
Concepts and Themes	Change and continuity	Change and Continuity	Historical Sources and Evidence
NC Objectives	Changes in Britain from the Stone Age to the Iron Age	A Study of an aspect or theme in British History that extends chronological knowledge beyond 1066.	The Roman Empire and its impact on Britain
<b>LKS2</b>			
Willow (Year 4)	What do sources and evidence reveal about the Anglo-Saxon and Scots Civilisations? What can we learn about the Anglos Saxons from the discoveries at Sutton Hoo and the Book of Kells? (Thinking History by Ian Dawson) <a href="https://www.thinkinghistory.co.uk/ActivityBase/SuttonHooEnquiry.html">https://www.thinkinghistory.co.uk/ActivityBase/SuttonHooEnquiry.html</a> <a href="https://en.wikipedia.org/wiki/Book_of_Kells">https://en.wikipedia.org/wiki/Book_of_Kells</a> <a href="https://www.nts.org.uk/stories/the-book-of-kells">https://www.nts.org.uk/stories/the-book-of-kells</a>	What was the impact of the cotton industry on our local area? How significant was the cotton industry to the people of Lancashire? (LPDS/ Lancashire Archives) <a href="https://www.lancashire.gov.uk/lpds/publications/details/?id=1105">https://www.lancashire.gov.uk/lpds/publications/details/?id=1105</a>	Is it fair to describe all Vikings as brutal invaders? (LPDS)



# Ormskirk West End Primary School

Concepts and Themes	Historical Evidence	Significance/ Consequence	Historical Interpretations
National Curriculum objectives	Anglo-Saxon invasions, settlements and kingdoms: place names and village life	A Local History Study	The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion
<b>UKS2</b>			
Willow (year 5) Oak (Year 6)	<p>How much did Ancient Sumer, Shang (China) and the Indus Valley Civilisation have in common? (Tombs and monuments)</p> <p>What can we learn about Ancient Egypt from the discoveries at Nefertari's tomb?</p> <p>Suggested texts and resources: BBC Teach; History Cheat Sheets; The tomb of Nefertari VR 360 video <a href="https://www.youtube.com/watch?v=PFAJcMzmMzQ">https://www.youtube.com/watch?v=PFAJcMzmMzQ</a></p>	<p>What was life like for enslaved Africans on board Lancashire &amp; Liverpool slave ships?</p> <p>Why did the Quakers (a religious group) commission an illustration of the Liverpool slave ship, 'The Brookes'?</p> <p>(LPDS/ Lancashire Archives) <a href="https://www.lancashire.gov.uk/lpds/publications/details/?id=1105">https://www.lancashire.gov.uk/lpds/publications/details/?id=1105</a></p>	What was the impact of The Beatles on Liverpool?
Concepts and Themes			Consequence
NC Objectives	<p>The achievements of the earliest civilisations.</p> <p>Overview: Ancient Sumer, The Indus Valley, The Shang Dynasty Depth Study: Ancient Egypt.</p>	<p>A local History study – The Slave Trade. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	A Local History Study



# Ormskirk West End Primary School

## Progression in History from EYFS to UKS2:

At Ormskirk West End Primary School, we have deliberately woven in key threads across from EYFS to UKS2. This enables progression through connectivity, complexity, and sophistication. Through in-depth speaking and listening, children will learn to justify a stand or decision and draw connections between ideas that have been already taught. For example, children who have already covered Ancient Egyptian tombs and Monuments would be able to draw connections with the burial mound at Sutton Hoo in later learning. "What connections can you make between burial rituals, for powerful leaders, within Ancient Egypt and Anglo-Saxon Britain?" "Now that we know more about WWII evacuation, how would Princess Elizabeth's wartime broadcast have been a comfort to displaced children?" At the end of UKS2, we expect children to be able to draw together the strands from EYFS to UKS2 and answer summative questions such as, "How have people fought for Justice and Equality in the past? How do their achievements impact our lives today?"

Substantive Concepts and themes running through History					
Justice and Equality	Civilisations	Beliefs	Migration/ Invasion	Leadership	Trade and Industry
Respect and Tolerance/ Rule of Law	Respectful and Responsible	Respect and Tolerance	Respect and Tolerance	Individual Liberty/ Democracy	Ready to Learn
"How have people fought for Justice and Equality in the past? How do their achievements impact our lives today?"	"How and why have some civilisations changed and adapted over time?"	"How have religion and belief shaped the way people live and behave? What can we learn about the beliefs of civilisations from what they have left behind?"	"Why have different groups of people migrated or invaded in the past?"	"How do leaders and people in power affect society? How did these values influence different styles of leadership?"	"How have trade and industry impacted our local area (and the wider world) in the past?"
Substantive Concepts and themes running through History					
Justice and Equality	Civilisations	Beliefs	Migration/ Invasion	Leadership	Trade and Industry
Y2 Why was Learie Constantine awarded the 'Trinity Cross'?  How did Learie help people of different races live well together?	Y2: Family history: What food did our grandparents eat when they were children?	EYFS: Recognising and describing special times or events for family or friends (past and present)	Y1 Why were castles built in Clitheroe and Lancashire? (LCC)	EYFS: How does our headteacher help us in school/ make school better? How did previous headteachers help our parents/ grandparents etc?	Y2 Family history: What food did our grandparents eat when they were children?



# Ormskirk West End Primary School

<p><b>Y3</b> How has Crime and Punishment (in Lancashire) changed over time?</p>	<p><b>Y2:</b> What caused The Great Fire of London a long time ago?</p>	<p><b>Y3:</b> What can we learn about the Anglos Saxons from the Book of Kells?</p>	<p><b>Y2:</b> Who was Learie Constantine, where was he born and why was he important to Lancashire and Great Britain?</p>	<p><b>Y1:</b> How have Queen Elizabeth II and Charles III helped children and young people?</p>	<p><b>Y6:</b> What was life like for enslaved Africans on board Lancashire &amp; Liverpool slave ships?</p>
<p><b>Y6:</b> What was life like for enslaved Africans on board Lancashire &amp; Liverpool slave ships?</p> <p>Why did the Quakers (a religious group) commission an illustration of the Liverpool slave ship, 'The Brookes'?</p>	<p><b>Y4:</b> How did Britain change from The Stone Age to the Iron Age?</p>	<p><b>Y6:</b> How much did Ancient Sumer, Shang (China) and the Indus Valley Civilisation have in common? (Tombs and monuments)</p> <p>What can we learn about Ancient Egypt from the discoveries at Nefertari's tomb?</p>	<p><b>Y3:</b> Is it fair to describe all Vikings as brutal invaders?</p>	<p><b>Y1:</b> Why do we remember the explorations of Christopher Columbus and Neil Armstrong?</p>	<p><b>Y3:</b> Is it fair to describe all Vikings as brutal invaders?</p>
	<p><b>Y6:</b> What was the impact of The Beatles on Liverpool?</p>	<p><b>Y6:</b> Why did the Quakers (a religious group) commission an illustration of the Liverpool slave ship, 'The Brookes'?</p>	<p><b>Y4:</b> What have the various discoveries and excavations revealed about life in Roman Ribchester? What role did the fort at Ribchester play in helping maintain and consolidate Roman rule in Britain?</p>	<p><b>Y3:</b> What can we learn about the Anglos Saxons from the discoveries at Sutton Hoo?</p>	<p><b>Y6: What was the impact of The Beatles on Liverpool?</b></p>
	<p><b>Y5 :</b> Why did the Mayans build underground cisterns called chultuns?</p> <p>What might have helped to cause the</p>	<p><b>Y5:</b> What values were of importance to the Athenians and Spartans? How did these values influence their different styles of leadership?</p>	<p><b>Y4:</b> How did Britain change from The Stone Age to the Iron Age?</p>	<p><b>Y6:</b> How much did Ancient Sumer, Shang (China) and the Indus Valley Civilisation have in common? (Tombs and monuments)</p>	



# Ormskirk West End Primary School

	collapse of the Maya Empire?			What can we learn about Ancient Egypt from the discoveries at Nefertari's tomb?	
	Y5: Why were children evacuated during WWII? How did the people of Ormskirk support evacuated children?		Y4: What was the impact of the cotton industry on our local area? How significant was the cotton industry to the people of Lancashire?	Y5: What values were of importance to the Athenians and Spartans? How did these values influence their different styles of leadership? How has Ancient Greece influenced styles of leadership in our country?	
			Y5: Why were children evacuated during WWII? How did the people of Ormskirk support evacuated children?		