



Updated August 2023

Belton Primary School  
History Long Term Plan  
with  
National Curriculum links  
year group threads and disciplinary  
skills.

## EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas

Understanding the World					
Past and Present					
Baseline	End of Autumn 1	End of Autumn 2	End of Spring Term	Summer term (May/June) (ELG)	Year 1 Readiness
When starting school, children may:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:	Children should be working at a level which sees them:
<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Talk about what they see</p>	<p>Enjoy talking about their friends and family</p> <p>Begin to be able to talk about changes in their lives.</p> <p>Be able to talk about past events in their lives eg. Their birthday</p> <p>Be able to sequence simple daily events eg. getting ready for school.</p>	<p>Begin to identify people in their lives who are special to them</p> <p>Engage in stories about past and present key events. eg. Christmas/ Guy Fawkes.</p> <p>Talk about significant past and present characters and events.</p>	<p>Enjoy talking about the lives of the people who are special to them</p> <p>To compare past and present experiences in the world around us.</p> <p>Begin to understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>

Our curriculum learning is as follows:-

Past and Present	<p>'Name and describe people who are familiar to them'</p> <p>Talking about themselves, their home and their family.</p>	<p>'Talk about members of their immediate family and community'</p> <p>Explore different families/communities.</p> <p>Seydou Keita - African photographer - black history month</p>	<p>Talk about older members of the family and community</p> <p>Celebrate grandparents and make family tree</p> <p>Grandparent visits to school</p>	<p>Comment on images of familiar situations in the past'</p> <p>Talk about our experiences of farms now and how they differ in the past.</p> <p>Machinery.</p>	<p>Compare and Contrast characters from stories and figures from the past'</p> <p>Explore different vehicles past and present.</p> <p>Explore the Wright brothers first successful aeroplane and compare to modern day aircraft.</p>	<p>Understand the past through characters and books.'</p> <p>Trips to the seaside comparing past and present</p> <p>Similarities and differences.</p>
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History programmes of study:

key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- 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.

## **Subject content**

### **Key stage 1**

Pupils should develop an awareness of the past, using common words and phrases

relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### **Key stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Cycle	Enquiry	Substantive knowledge (programme of study threads from NC)	Second order concepts  These shape the key questions asked in a subject and organise the subject knowledge	Substantive concepts threads  Content knowledge	Significant people	Disciplinary Skills  Being a Historian	Enhancement Ideas
KS1							
A	How do our toys and games compare with those of children in the 1960's?	Changes within living memory Lives of significant individuals	<ul style="list-style-type: none"> <li>Change</li> <li>Significance</li> <li>Continuity</li> <li>Chronology</li> <li>Similarity and difference</li> <li>Sources</li> </ul>	Leisure Entertainment Transport Technology Medicine Government	Tim Berners - Lee	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Loughborough Museum  Grandparents visit
	Why did Delia buy a new hat?	Events beyond living memory	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Causation</li> <li>Significance</li> <li>Similarity and difference</li> <li>Sources</li> <li>Chronology</li> <li>Empathy</li> </ul>	Empire Social class Society Transport Edwardians Migration Poverty Industrial revolution Wealth		Comparing and contrasting Recognising Describing Reasoning Identifying Explaining	Drama - first class v third class on the ship. How do the children feel when they get their ticket?
	Why was Charles sent to prison?	Events beyond living memory	<ul style="list-style-type: none"> <li>Continuity</li> <li>Causation</li> <li>Similarity and difference</li> <li>sources</li> </ul>	Crime Punishment War Military Empire Power Country		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Visit our village war memorial
B	Why do we know so much about what happened in the Great Fire of London?	Events beyond living memory Lives of significant individuals	<ul style="list-style-type: none"> <li>Change</li> <li>Causation</li> <li>Significance</li> <li>Causation</li> <li>Chronology</li> <li>Similarity and difference</li> <li>Sources</li> <li>Empathy</li> </ul>	Monarch Settlement Social class Climate Hazard	Samual Pepys Thomas Farriner Sir Christopher Wren King Charles I	Identifying and describing Reasoning Observing Comparing Contrasting Synthesising	Create their own model of London at the time.
	Why is the history in my locality so significant?	Significant historical events, people and places in their own locality.	<ul style="list-style-type: none"> <li>Significance</li> <li>Causation</li> <li>Sources</li> <li>chronology</li> </ul>	Religion War Crime Settlement	Henry VIII	Identifying Recognising Describing	Grace Dieu Priory  Village walk

				Monarchy Power		Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	
	What does it take to be a great explorer?	Changes within living memory Events beyond living memory Lives of significant individuals	<ul style="list-style-type: none"> <li>Continuity</li> <li>Significance]similarity and difference</li> <li>sources</li> </ul>	Exploration Monarch Trade Equality Empire Slave New world government	Ranulph Finnes Amy Johnson Christopher Columbus	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Explorer Day - Adventure around the playground

LKS2

A	How did life change for Ancient Britons during the Stone Age?	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Causation</li> <li>Significance</li> <li>Similarity and difference</li> <li>Sources</li> <li>Chronology</li> </ul>	Society Agriculture Settlement Economy Tribe Migration Trade		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Stone Age carvings
	What is the secret of the standing stones?	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Causation</li> <li>Significance</li> </ul>	Society Agriculture Settlement Economy		Identifying Recognising Describing Observing	



			<ul style="list-style-type: none"> <li>Similarity and difference</li> <li>Sources</li> <li>Chronology</li> <li>Perspective</li> <li>empathy</li> </ul>	<b>Tribe</b> <b>Trade</b> <b>Technology</b> <b>Power</b> <b>Social class</b>		Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	
	How do artefacts help us to understand the lives of people in Iron Age Britain?	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Causation</li> <li>Significance</li> <li>Similarity and difference</li> <li>Sources</li> <li>Chronology</li> <li>Perspective</li> <li>empathy</li> </ul>	<b>Society</b> <b>Agriculture</b> <b>Settlement</b> <b>Economy</b> <b>Tribe</b> <b>Trade</b> <b>Peace</b> <b>War</b> <b>Conflict</b> <b>Religion</b> <b>Natural resources</b>		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Breedon on the Hill - Iron Age fort
B	How did the arrival of the Romans change Britain?	The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> <li>Change</li> <li>Continuity</li> <li>Causation</li> <li>Significance</li> <li>Similarity and difference</li> <li>Sources</li> <li>Chronology</li> <li>Perspective</li> <li>empathy</li> </ul>	<b>Society</b> <b>Settlement</b> <b>Economy</b> <b>War</b> <b>Natural resources</b> <b>Civilisation</b> <b>Military</b> <b>Settlement</b> <b>Trade</b> <b>Conflict</b>		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising	Roman Day - create a Roman Road, become Roman Soldiers, Roman mosaics  Jewry Wall museum - Leicester

				Country Empire Slave		Understanding through explanation Justifying Developing conclusions	
Who were the Anglo Saxons and how do we know what was important to them?	Britain's settlement by Anglo Saxons and Scots	<ul style="list-style-type: none"><li>• Change</li><li>• Continuity</li><li>• Causation</li><li>• Significance</li><li>• Similarity and difference</li><li>• Sources</li><li>• Chronology</li><li>• Perspective</li><li>• empathy</li></ul>	Society Settlement Religion Kingdom Country Monarchy Conflict War		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Breedon on the Hill visit	
What did the Vikings want and how did Alfred stop them getting it?	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"><li>• Change</li><li>• Continuity</li><li>• Causation</li><li>• Significance</li><li>• Similarity and difference</li><li>• Sources</li><li>• Chronology</li><li>• Perspective</li><li>• empathy</li></ul>	Society Settlement Economy War Conflict Religion Natural resources Migration Climate Kingdom Country Monarchy	Alfred the Great	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions		

A	Why did the Ancient Maya change their way of life?	A non-European society that provides contrasts with British history	<ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Causation</b></li> <li>• <b>Continuity</b></li> <li>• <b>Significance</b></li> <li>• <b>Similarity and difference</b></li> <li>• <b>Perspective</b></li> <li>• <b>Sources</b></li> <li>• <b>Chronology</b></li> <li>• <b>Empathy</b></li> </ul>	<b>Society</b> <b>Civilisation</b> <b>Conflict</b> <b>Environment</b> <b>Natural resources</b> <b>Trade</b> <b>War</b> <b>Hazard</b> <b>Climate</b> <b>Religion</b> <b>Agriculture</b> <b>Migration</b> <b>Economy</b> <b>Erosion</b>		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Chocolate Making Workshop  Art - Making Mayan headdress
	Why was winning the Battle of Britain so important?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Causation</b></li> <li>• <b>Continuity</b></li> <li>• <b>Significance</b></li> <li>• <b>Similarity and difference</b></li> <li>• <b>Perspective</b></li> <li>• <b>Sources</b></li> <li>• <b>Chronology</b></li> <li>• <b>Empathy</b></li> </ul>	<b>War</b> <b>Power</b> <b>Democracy</b> <b>Natural resources</b> <b>Government</b> <b>Agriculture</b> <b>Economy</b> <b>Trade</b> <b>Conflict</b> <b>Empire</b> <b>Country</b> <b>Military</b> <b>Continent</b> <b>Settlement</b> <b>Technology</b>	Neville Chamberlain  Winston Churchill  Adolf Hitler	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Beaumanor Hall trip  WW2 day - cooking, evacuation
	Why was a king of England found buried under a car park?	A local history study	<ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Causation</b></li> <li>• <b>Continuity</b></li> <li>• <b>Significance</b></li> </ul>	<b>Settlement</b> <b>Location</b> <b>Empire</b> <b>Kingdom</b>	Henry Tudor  Richard III	Identifying Recognising Describing Observing	Richard III visitor centre Bosworth Battlefield  Two princes murder mystery

			<ul style="list-style-type: none"> <li>• Similarity and difference</li> <li>• Perspective</li> <li>• Sources</li> <li>• Chronology</li> <li>• Empathy</li> </ul>	Country Society Industrial revolution Peace Religion Conflict War Monarchy Social class Transport Natural resources		Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Richard III - Shakespeare
6	Why did a pile of dragon bones help to solve an ancient Chinese mystery? (Shang Dynasty)	The achievements of the earliest civilisations	<ul style="list-style-type: none"> <li>• Change</li> <li>• Causation</li> <li>• Continuity</li> <li>• Significance</li> <li>• Similarity and difference</li> <li>• Perspective</li> <li>• Sources</li> <li>• Chronology</li> <li>• Empathy</li> </ul>	Empire Dynasty Civilisation Monarchy Religion Society War Conflict Power Settlement Country Military Natural resources Slave	Lady Fu Hao	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Create their own oracle bones

	The story of the Trojan Horse-fact, myth or legend) (Ancient Greece)	Ancient Greece-a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Causation</b></li> <li>• <b>Continuity</b></li> <li>• <b>Significance</b></li> <li>• <b>Similarity and difference</b></li> <li>• <b>Perspective</b></li> <li>• <b>Sources</b></li> <li>• <b>Chronology</b></li> <li>• <b>Empathy</b></li> </ul>	<b>Civilisation</b> <b>Empire</b> <b>War</b> <b>Conflict</b> <b>Power</b> <b>Society</b> <b>Military</b> <b>Government</b> <b>Kingdom</b> <b>Monarchy</b> <b>Society</b>		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Olympic Day - Ancient Olympics  Greek Murder Mystery
	Why did Britain once rule the largest empire the world has ever seen?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Causation</b></li> <li>• <b>Continuity</b></li> <li>• <b>Significance</b></li> <li>• <b>Similarity and difference</b></li> <li>• <b>Perspective</b></li> <li>• <b>Sources</b></li> <li>• <b>Chronology</b></li> <li>• <b>Empathy</b></li> </ul>	<b>Empire monarchy</b> <b>Natural resources</b> <b>Commonwealth</b> <b>Industrial revolution</b> <b>Religion</b> <b>Government</b> <b>Climate</b> <b>Country</b> <b>Imperialism</b> <b>Trade</b> <b>Economy</b> <b>War</b> <b>Slave</b> <b>Migration</b> <b>Kingdom</b>	Queen Victoria	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation	British Empire day - Children to be given a country And find out more about it. Present to others,

						Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	
	Who was the boy behind the Iron Mask?	The achievements of the earliest civilisations	<ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Causation</b></li> <li>• <b>Continuity</b></li> <li>• <b>Significance</b></li> <li>• <b>Similarity and difference</b></li> <li>• <b>Perspective</b></li> <li>• <b>Sources</b></li> <li>• <b>Chronology</b></li> <li>• <b>Empathy</b></li> </ul>	<b>Monarchy</b> <b>Empire</b> <b>War</b> <b>Power</b> <b>Kingdom</b> <b>Society</b> <b>Civilisation</b> <b>Power</b>	Tutakhamun Howard Carter	Describing Identifying Explaining Critiquing Hypothesising Understanding Justifying Reasoning and Interpreting Understanding through explanation	Hieroglyphics and mummies!