

HISTORY – LONG TERM PLAN/ KEY CONCEPTS

<p>F1 – AUTUMN WHO IS IN MY FAMILY? SUBSTANTIVE CONCEPTS People DISCIPLINARY CONCEPTS Significance</p> <p>Looking at how family members are related and how they relate to me.</p>	<p>F1 – SPRING HOW HAVE I GROWN AND CHANGED? SUBSTANTIVE CONCEPTS People DISCIPLINARY CONCEPTS Changes over time</p> <p>Looking at changes within my life-time and how I grew from a baby into a child. Looking at how children grow into adults and how I will too.</p>	<p>F1 - SUMMER HOW DO PLACES CHANGE? SUBSTANTIVE CONCEPTS Place DISCIPLINARY CONCEPTS Changes over time</p> <p>Looking at photographs of local places in Hull and how they are different now and then. Looking at photographs of woodlands/oceans and how they are different now and then (impact of people on forests and water cleanliness).</p>	<p>F2 – AUTUMN WHO IS IMPORTANT TO ME? SUBSTANTIVE CONCEPTS People DISCIPLINARY CONCEPTS Significance</p> <p>What people are special to me at home? At school? Nearby?</p>	<p>F2 - SPRING TOYS THAT ARE OLD AND NEW SUBSTANTIVE CONCEPTS Culture, past and present DISCIPLINARY CONCEPTS Changes over time</p> <p>Texts: Old Bear, Toys Share toys from parents/grandparents and my favourite toys now. Look at the materials they are made from and how they move.</p>	<p>F2 – SUMMER HEROES WHO HELP SUBSTANTIVE CONCEPTS People from the past DISCIPLINARY CONCEPTS Significance</p> <p>Within the context of finding out about people who help us (nurses), find out about Mary Seacole and Florence Nightingale.</p>
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<p>Y1 – AUTUMN LOCAL STUDY - THORESBY IS A SIGNIFICANT PLACE SUBSTANTIVE CONCEPTS Place, People DISCIPLINARY CONCEPTS Significance, Continuity, Changes over time, Sources of Evidence, Questioning.</p>	<p>Y1 – SPRING BICYCLES THEN AND NOW SUBSTANTIVE CONCEPT Transport, Technology DISCIPLINARY CONCEPT Continuity, Changes over time, Sources of Evidence, Questioning. JAMES STARLEY THE INVENTOR OF THE BICYCLE SUBSTANTIVE CONCEPT People DISCIPLINARY CONCEPT Significance</p>	<p>Y1 – SUMMER SEASIDE HOLIDAYS THEN AND NOW SUBSTANTIVE CONCEPTS Place, people, culture DISCIPLINARY CONCEPT Continuity, Changes over time, Sources of Evidence, Questioning.</p>	<p>Y2 – AUTUMN GREAT EVENT IN THE PAST – MOON LANDING GHASTLY EVENT IN THE PAST- GREAT FIRE OF LONDON SUBSTANTIVE CONCEPTS Events, Technology, People (Samuel Pepys) DISCIPLINARY CONCEPT Significance, Sources of Evidence, Questioning.</p>	<p>Y2 – SPRING BRUNEL'S SIGNIFICANT ACHIEVEMENTS SUBSTANTIVE CONCEPTS People, Technology, Transport DISCIPLINARY CONCEPT Significance, Sources of Evidence, Questioning.</p>	<p>Y2 - SUMMER AMY JOHNSON'S SIGNIFICANT ACHIEVEMENTS SUBSTANTIVE CONCEPTS People, Technology, Transport DISCIPLINARY CONCEPT Significance, Sources of Evidence, Questioning.</p>
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<p>Y3 – AUTUMN LOCAL HISTORY STUDY THE HULL FISHING INDUSTRY FROM c. 12TH CENTURY SUBSTANTIVE CONCEPTS Place, Settlement, Trade DISCIPLINARY CONCEPTS Continuity and Change, Significance, Cause and Consequence, Sources of Evidence, Questioning.</p>	<p>Y3 – SPRING LOCAL HISTORY STUDY THE HULL TRAWLERS (1960s to 1980s) SUBSTANTIVE CONCEPTS Place, Trade, Culture DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Questioning.</p>	<p>Y3 - SUMMER HISTORICAL ERA: THE ANCIENT EGYPTIANS SUBSTANTIVE CONCEPTS Rich and Poor, Religion, Technology, Farming DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence , Chronology, Questioning, Interpretation.</p>	<p>Y4 –AUTUMN HISTORICAL ERA : THE POWER STRUGGLE BETWEEN THE ANGLO_SAXONS AND VIKINGS SUBSTANTIVE CONCEPTS Settlement, Invasion, Kingdom, Religion DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y4 – SPRING HISTORICAL ERA: THE IMPACT OF WW2 on EVERYDAY LIFE SUBSTANTIVE CONCEPTS Power and Politics, Invasion (introduction to Empire), Culture, Every- day life. DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y4 - SUMMER HISTORICAL ERA: THE LEGACY OF THE ANCIENT GREEKS SUBSTANTIVE CONCEPTS Cultural Legacy, Philosophy, Architecture, Literature, Music/ Sports DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>
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<p>Y5- AUTUMN HISTORICAL ERA : THE LEGACY OF THE VICTORIAN CHRISTMAS SUBSTANTIVE CONCEPTS Cultural Legacy DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y5 – SPRING HISTORICAL ERA : STONE AGE TO IRON AGE TECHNOLOGY SUBSTANTIVE CONCEPTS Technology (Tools/ Everyday life/ Farming) DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y5 - SUMMER HISTORICAL ERA : LIFE FOR THE RICH AND POOR IN VICTORIAN TIMES SUBSTANTIVE CONCEPTS Society – Rich and Poor, Technology (Industrial Revolution), Education, Health DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y6 –AUTUMN HISTORICAL ERA : THE SPREAD OF THE ROMAN EMPIRE SUBSTANTIVE CONCEPTS Society Structure, Politics and Power, Invasion, Empire DISCIPLINARY CONCEPTS Continuity and Change, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y6 -SPRING HISTORICAL ERA : THE ROMANISATION OF BRITAIN SUBSTANTIVE CONCEPTS Everday life, Legacy, Transport, Architecture, Culture DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>	<p>Y6- SUMMER HISTORICAL ERA : THE ANCIENT MAYA (c.900AD) SUBSTANTIVE CONCEPTS Society Structure, Politics and Power, Rich and Poor, Religion DISCIPLINARY CONCEPTS Continuity and Change, Similarity and Difference, Significance, Cause and Consequence, Sources of Evidence, Chronology, Questioning, Interpretation.</p>
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