The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Rooted in the message of The Good Samaritan, we provide an aspirational education for all.
We flourish academically, spiritually, and socially, enriching our communities.
Executive Headteacher: Miss Charlotte L. Harper

History long-term plan

Disciplinary Concepts

During the course of each unit, children will follow a disciplinary pathway through their learning, based on 6 key concepts:

Change & continuity
Cause & consequence
Similarity & difference
Handling evidence
Historical interpretations
Historical significance

As they progress through primary school, children will learn to ask and answer increasingly challenging and robust questions based on these different pathways, building their understanding of the concepts that come up time and again and which therefore unify their historical knowledge.

Substantive Concepts

Children will develop their disciplinary understanding through their learning about key substantive concepts: the knowledge about specific periods of history that we teach as establish facts. These concepts are repeated as children move up through the key stages, creating a pathway through their history learning that builds up a conceptual map of understanding.
These concepts are:

Civilisation
The way in which a group of people live, how they behave and what they believe in

Empire
A large group of countries controlled by a single ruler, often as a result of an armed invasion

Religion
A group of beliefs and rituals that help followers find meaning and search for answers about life and death

Government
A group or a single person (monarch) who controls a country, makes its rules and protects it from invaders

Migration
The movement of people (or animals) from one place to another

Agriculture
Growing and harvesting crops and raising animals for food

The inclusion of agriculture is specifically designed to help engage the imaginations of children living in the Wensleydale area, where agriculture has long played an important role in local life. We also felt it was important to develop a migration pathway that would support children's understanding of the long history of migration in and out of the dale, as well as in the wider world.

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EYFS & Key Stage One

	Autumn	Spring	Summer
EYFS **Robins**	**Remembrance / Guy Fawkes**	**Ernest Shackleton**	**Moon Landing**
	• Sequence family members by age and name (baby, child, adult) • Talk about their life story and how they have changed • Know about figures from the past: Guy Fawkes • Know about Remembrance Day	• Talk about Shackleton and his polar expedition • Compare past equipment with modern equipment • Talk confidently about their own experiences, using language of past & present	• Compare objects from the past and present • Understand the past through stories and non-fiction books shared in class
Year 1 **Owls**	**Who was Walter Tull?** (Changes within living Memory & significant Individuals)	**What happened in the Great Fire of London?** (Changes beyond living memory)	**Who was Rosa Parks?** (Changes beyond living memory & significant individuals)
	• Know about WWI and WWII • Identify why Walter Tull was significant • Describe some ways the world wars changed our nation. • Identify the impact of the wars on farming	• Understand that Britain has changed and protects its people more • Identify improvements in technology that help us keep safe • Retell the story of the Great Fire of London • Describe the role of the king in the Great Fire	• Begin to understand the history of racism and segregation • Identify why Rosa Parks was significant • Know that she inspired other significant figures • Begin to learn about the slave trade
Year 2 **Swallows**	**Is it right to remember the fifth of November?** (Events beyond living memory)	**What toys did our grandparents play with?** (Changes within living memory)	**Why are there so many abandoned mines in the dales?** (Significant historical events in the local area)
	• Know that religious tensions caused the gunpowder plot • Retell the main events of the gunpowder plot • Analyse why the 1606 Parliament established 'Guy Fawkes Day' • Investigate whether the trial of Guy Fawkes was fair	• Know that toys existed in the earliest civilisations • Identify the impact of technological developments on toys • Investigate what childhood was like for their grandparents • Compare childhoods from different historical periods	• Know that lead mining in the Dales began before the Romans • Know that the Romans invaded partly due to the presence of lead • Identify how historians investigate the history of different mines • Know why more people lived in the Dales in the 19th century

Civilisation Empire Religion Government Migration Agriculture

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Lower Key Stage Two

	Invaders & Settlers: Early British History		
	Autumn	**Spring**	**Summer**
Year 3 **Kingfishers**	**Who built Stony Raise Cairn near Bainbridge?** (Stone Age to the Iron Age)	**Why was there a Roman fort in Bainbridge?** (Romans in Britain)	**Penhill, Wensley & Redmire: what do local place names tell us?** (Anglo Saxons, Vikings & Scots)
	• Know that Stone Age to Iron Age covers about 10,000 years • Understand the term prehistory and why we know little about it • Identify the impact of climate change on prehistoric migration • Know the major technological advances of prehistoric times • Use evidence to support historical enquiry	• Know that the Romans invaded in AD43 and left in AD410 • Identify some of the reasons why the Romans invaded • Assess whether the Roman invasion was good or bad for Britain • Know why the Romans left	• Develop an overview of the early medieval period • Identify why the Angles, Saxons & Jutes invaded • Know that many of these invaders were converted to Christianity • Assess the impact of the Viking invasions (incl. unification)

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	Fighting for the throne: Britain from 1066 to 1603		
	Autumn	**Spring**	**Summer**
Year 4 **Golden Eagles**	**War in Wensleydale!** (William the Conqueror and rebellion in the North)	**Who owned the Middleham Jewel?** (Medieval Britain – Richard III)	**Did Mary Queen of Scots really lose her shawl in Leyburn?** (Tudors & local history case study)
	• Know that the Normans invaded Britain in 1066 • Understand the impact of the Harrying of the North • Identify local landmarks / place names left by the Normans • Assess the impact of the Norman invasion on Wensleydale & Britain (incl the Doomsday Book)	• Know that the medieval period was beset by battles for the throne • Know why people tried to curtail the king's power (Magna Carta) • Assess why Richard III is known as such an 'evil' king (sources) • Make local links through the Wars of the Roses & Richard III	• Develop an overview of the Tudor period • Assess the impact of the Reformation (including local) • Know why Mary Queen of Scots was imprisoned in Bolton Castle • Compare the reign of Elizabeth I with Elizabeth II • Identify how Britain's naval expertise led to growing wealth

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Upper Key Stage Two

	Filling the gaps – moving from the previous long term plan to the new one & ensuring UKS2 are secondary ready		
	Autumn 2022	**Spring 2023**	**Summer 2023**
UKS2 Merlins **(2022/23 only)**	**War in Wensleydale!** (William the Conqueror and rebellion in the North)	**Who owned the Middleham Jewel?** (Medieval period & Richard III)	**Early Islamic Civilisation**
	• Know that the Normans invaded Britain in 1066 • Understand the impact of the Harrying of the North • Identify local landmarks / place names left by the Normans • Assess the impact of the Norman invasion on Wensleydale & Britain (incl the Doomsday Book)	• Know this period was beset by battles for the throne • Know how people tried to curtail the king's power • Assess why Richard III is known as such an 'evil' king (sources) • Make local links through the Wars of the Roses & Richard III	• Know how Early Islamic Civilisation began (circa 600AD) • Locate countries where it began and spread • Compare rule of caliphates with the monarchy in Britain • Know about the inventions & discoveries of Early Islam • Compare Early Islam to other early religious beliefs.

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	Plagues, empires and the world wars: Britain from 1603 to 1945		
	Autumn	**Spring**	**Summer**
Year 5 Herons **2023/24 onwards**	**How did the plague affect Wensleydale?** (Stuarts, civil war & the Black Death)	**Why did so many people die building Ribblehead Viaduct?** (Georgians, Victorians & Industrial Revolution)	**The Richmond Sixteen** (World Wars & local history in-depth case study)
	• Understand the causes and impact of the civil war of 1642 - 1649 • Investigate why the British Commonwealth eventually failed • Learn how religious tensions caused war and instability • Assess the impact of the plague and the Great Fire of London • Know the importance of the Act of Union	• Know the significance of the British empire • Understand term 'Industrial Revolution' and assess local impact • Identify the causes of the Irish famine of 1845-9 • Evaluate whether the British empire was a good development • Assess the impact of Queen Victoria's reign	• Develop an overview of the World Wars • Link the growth of empires to the causes of the wars • Know the story of 'The Richmond Sixteen' and respond • Understand the impact of the wars on agriculture and technology • Know the impact of the war in Wensleydale

Civilisation Empire Religion Government Migration Agriculture

	Early civilisations across the world: Egypt, Greece and Ancient Iraq		
	Autumn	**Spring**	**Summer**
Year 6 Merlins **2023/24 onwards**	**Ancient Egypt**	**Ancient Greece**	**Early Islamic Civilisation**
	• Link the location of Ancient Egypt to its success • Know that Pharaohs were heads of state and religious leaders • Learn how archaeologists found out about Ancient Egypt • Learn about Ancient Egyptian beliefs about the afterlife • Assess the impact of Ancient Egyptian civilisation	• Develop an overview of Ancient Greece and its city-states • Identify the influence of Ancient Greek government on our society • Know that Alexander the Great founded an empire • Compare Ancient Greece to other early civilisations • Know some Ancient Greek beliefs and legends	• Know how Early Islamic Civilisation began (circa 600AD) • Locate countries where it began and spread • Compare rule of caliphates with the monarchy in Britain • Know about the inventions & discoveries of Early Islam • Compare Early Islam to other early religious beliefs.

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