



## History KS1 and KS2 Long Term Plan

### Continuous Provision:

Special assembly each term about a significant event or person from History

Annual whole school History day

Observance of Remembrance Day and class based activities to commemorate WW1 & 2

Class visits to places of historic significance in the locality eg Durham Cathedral, Vindolanda

Visitors coming in to school to share knowledge and expertise (e.g. grandparents sharing own experiences of life in the 1950s).

Year	Autumn	Spring	Summer
1	<p><b>I'm making History!</b>  <b>NC ref:</b> changes within living memory  <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.  <b>Suggestion:</b> My timeline, family history, investigating Christmas now and in the past.</p>	<p><b>History detectives – spot the differences!</b>  <b>NC Ref:</b> changes within living memory, places in locality  <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.  <b>Suggestion:</b> local history enquiry, toys/ phones/ transport now and then.</p>	<p><b>Who has helped make History?</b>  <b>NC ref:</b> Significant individuals in the past, local significant individuals  <b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.  <b>Suggestion:</b> Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong</p>
2	<p><b>Why are some places special?</b>  <b>NC ref:</b> Significant places in own locality  <b>Focus:</b> Thinking about historical significance, using primary sources.  <b>Suggestion:</b> Special places in the area visit and enquiry– cathedral etc.</p>	<p><b>Fantastic Firsts</b>  <b>NC ref:</b> events beyond living memory that are significant globally or nationally  <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.  <b>Suggestion:</b> inventions, special events – moon landing, electricity, first train etc.</p>	<p><b>All change? Holidays now and then</b>  <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality.  <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources  <b>Suggestion:</b> Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>
Themes	<b>The Ancient World</b>	<b>Civilisations and Empires</b>	<b>Changes in Britain The impact of raiders and invaders!</b>
Cycle A Year 3 /4 Year 4/5 <i>Linking theme of settlement and building</i>	<p><b>Who were Britain's first builders?</b>  <b>NC ref:</b> Changes in Britain Stone Age to Bronze Age  <b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p>	<p><b>Why did the Ancient Egyptians build pyramids?</b>  <b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt  <b>Focus:</b> key features of early civilisation, chronology ( sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p><b>What impact did the Romans have on County Durham?</b>  <b>NC ref:</b> A Local history study  <b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p>

<p>Cycle B Year 3/4 Year 4/5 <i>Linking theme of consequences</i></p>	<p><b>Iron age*</b> <b>NC ref:</b> Changes in Britain Stone Age to Iron Age <b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p>	<p><b>How have the Greeks shaped my world?</b> <b>NC Ref:</b> Ancient Greece; achievements and influence <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p><b>What happened when the Romans left Britain?</b> <b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots <b>Focus:</b> Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
<p>Cycle C Year 4/5 Year 3/4 <i>Linking theme of historical evidence</i></p>	<p><b>How can we find out about the earliest Britons? *</b> <b>NC ref:</b> Changes in Britain Stone Age to Iron Age <b>Focus:</b></p>	<p><b>How did the Romans build an Empire?*</b> <b>NC Ref:</b> <b>Focus:</b> Roman army, Roman roads and architecture?</p>	<p><b>Were the Vikings really vicious?</b> <b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066 <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>
<p>Cycle A Year 5/6</p>	<p><b>Who was making history in faraway places in the year 1000? Mayan NC ref: non European society</b> <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p>	<p><b>Having fun in the uk! What has changed since the Romans left?</b> <b>NC ref:</b> Aspect or theme since 1066 (Changing life for children). <b>Focus:</b> Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p>	<p><b>School designed unit – historic environment enquiry who was Tommy Armstrong?</b> <b>NC Ref:</b> Local History unit – mining, impact on locality – focus on County Durham locality. <b>Focus:</b> Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p>
<p>Cycle B Year 5/6</p>	<p><b>Who was making history in faraway places in the year 1000?* Benin NC ref: non European society</b> <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p>	<p><b>Changing British Monarchs</b> <b>NC ref:</b> Aspect or theme since 1066. <b>Focus:</b> Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p>	<p><b>School designed unit – historic environment enquiry*</b> <b>NC ref:</b> local history The World Wars <b>Focus:</b> Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p>