

Edmondsley Primary History KS1 and KS2 Long term plan outline

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>The toys that time forgot NC ref: changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. My timeline, family history, investigating toys now and in the past. VISITOR – local person to talk about toys from the past/grandparents and parents to discuss games and toys from their past</p>	<p>Time Travellers NC Ref: changes within and beyond living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. local history enquiry, schools and homes now and then VISIT - Beamish and school visitors</p>	<p>Fire Fires NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. special events – Great Fire of Gateshead and London VISIT – St Mary’s Heritage Centre</p>
2	<p>Why are some places special? Chester-Le-Street NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources. Special places in the area visit and enquiry– cathedral etc.</p>	<p>Who has helped make History? NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance. Explorers – Including local explorer, James Cook</p>	<p>All change? Holidays now and then NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>
Themes across the year	<p>The Ancient World Civilisations and Empires Changes in Britain The impact of raiders and invaders!</p>		
Cycle A Year 3/4 Year 4/5 <i>Linking theme of settlement and building</i>	<p>Who were Britain’s first builders? NC ref: Changes in Britain Stone Age to Bronze Age Focus: Building 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>Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p>What impact did the Romans have on County Durham? NC ref: A Local history study Focus: 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>
Cycle B Year 3/4 Year 4/5 <i>Linking theme of consequences</i>	<p>Who were Britain’s first hunter gatherers? NC ref: Changes in Britain Stone Age to Iron Age Focus: 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>How have the Greeks shaped my world? NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p>What happened when the Romans left Britain? NC ref: Britain’s settlement by the Anglo Saxons and Scots Focus: 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>How can we find out about the earliest Britons? * NC ref: Changes in Britain Stone Age to Iron Age Focus: Bronze Age Religion and Stonehenge</p>	<p>How did the Romans build an Empire?* NC Ref: Focus: Roman army, Roman roads and architecture?</p>	<p>Were the Vikings really vicious? NC Ref: The Viking and Anglo saxon struggle for England to 1066 Focus: 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>School designed unit – historic environment enquiry who was Tommy Armstrong? NC Ref: Local History unit – mining, impact on locality – focus on County Durham locality. Beamish Focus: Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past</p>	<p>Who was making history in faraway places in the year 1000? Mayan NC ref: non-European society Focus: 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>Having fun in the UK! What has changed since the Romans left? NC ref: Aspect or theme since 1066 (Changing life for children). Focus: 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>Cycle B Year 5/6</p>	<p>School designed unit – historic environment enquiry* NC ref: local history The Second World War through Durham's eyes Focus: 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>	<p>Changing British Monarchs NC ref: Aspect or theme since 1066. Focus: 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>Who was making history in faraway places in the year 1000?* Benin NC ref: non-European society Focus: 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>

Blue = History within living memory

Pink = History past living memory

Green = Ancient civilisations