



LONG TERM PLAN

HISTORY

School Organisation

Pupils in Nursery to Year 2 are taught as single-entry year groups.

Key Stage 2 pupils are divided into 3 classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class.

There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. The majority of pupils spend two years in Deer Class (Years 4/5).

How our Curriculum Cycles are organised so that there is coverage of all National Curriculum objectives in all subjects.

Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the full National Curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through Key Stage 2.

- Pupils from Nursery to Year 2 are taught in single cohorts so no cycle organisation is required.
- A 2-year cycle is in place for pupils who are taught in Rabbit Class (Year 3/4) Deer Class (Year 4/5) and Stag Class (Year 5/6).

How is the curriculum sequenced?

Our Early Years Curriculum offers a wide variety of rich activities and experiences which is crucial to child development. The History element lies within 'Understanding the World' Educational Programme, although we acknowledge that all areas of learning and development in EYFS are inter-connected.

Understanding the World Educational Programme (0 – 5 years)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. The curriculum has been sequenced to ensure coherence and so that prior knowledge and connections can be made to strengthen past and future learning.

Pupils in EYFS are introduced to and given opportunities to use vocabulary connected with the passage of time through daily conversation, adult led class and group times and through the stories which are read. From KS 1 onwards pupils are taught specific History lessons beginning with History within living memory at the start of Y1, then History beyond living memory is taught for the remainder of Y1 and Y2. In KS2 pupils build on the historical skills they have begun to develop in KS1 and further develop a sense of chronology through study of History from the Stone Age onwards and to include ancient civilisations and places beyond GB.

Year	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> To be able to talk about themselves and their family. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. (Development Matters) 	<ul style="list-style-type: none"> Beginning to be able to talk about themselves and their families in relation to time. For example, yesterday, today, tomorrow.
Reception	<ul style="list-style-type: none"> Talks about past events in their own life and in the lives of family members. (Birth to 5 Matters) 	<ul style="list-style-type: none"> To be able to sequence and order familiar events (Traditional tales) Comment on images of familiar situations in the past (Development Matters) Notice how home life was different in the past in relation to the stories we read - pot on the fire in 3 little pigs etc 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Early Learning Goal) Understand the past through settings, characters and events encountered in books read in class and storytelling. (Early Learning Goal)

Blue = History within living memory and beyond
 Pink = History past living memory
 Green = Ancient civilisations

Year 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 Fire 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</p>
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Year 2	<p>Why are some places special? Durham Cathedral NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources. A study of Durham Cathedral Special places in the area visit and enquiry– Durham Cathedral</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. People who have had a significant impact both locally, nationally and globally ; Florence Nightingale, William Hedley, Neil Armstrong, Rosa Parkes</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>
Year 3/4 Cycle A	<p>How can we find out about the earliest Britains? 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>How can we find out about the Ancient Greeks? 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 have the Romans ever done for us? NC Ref: The Roman Empire and it's impact on Britain Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>
Year 3/4 Cycle B	<p>Who were Britain's first builders and farmers? 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>Can we thank the Ancient Greeks for anything in our lives today? 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 impact did the Romans have on County Durham? NC ref: The Roman Empire and it's impact on Britain 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>
Year 4/5 Cycle A	<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 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>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. political</p>

Year 4/5 Cycle B	<p>What did the Ancient Egyptians Achieve? 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>Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans? 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>Were The Vikings just the same as the Anglo-Saxons? 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>Cultural</p>
Year 5/6 Cycle A	<p>School designed unit – historic environment enquiry* NC ref: A Local history Study - The WW1 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 extending pupils' chronological knowledge beyond 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? NC ref: A non-European society (Benin) 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>
Year 5/6 Cycle B	<p>Who was making history in faraway places in the year 1000? NC ref: A non-European society (Mayan) How do the Mayans compare to the Vikings? 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>Castles and Cathedrals: Power in Durham, Land of the Prince Bishops. NC ref: Aspect or theme since 1066 extending pupils' chronological knowledge beyond 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>School designed unit – historic environment enquiry what can we learn from Norman Cornish? NC Ref: A Local History Study – 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>