Esh Winning Primary School

Long Term Plan for History

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| **Year** | **Autumn** | **Spring** | **Summer** |
| 1 | **I’m making History!****NC ref: changes within living memory****Focus:** Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.**Suggestion**: My timeline, family history, investigating Christmas now and in the past. | **History detectives – spot the differences!****NC Ref:** changes within living memory, places in locality**Focus:** Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.**Suggestion**: local history enquiry, toys/ phones/ transport now and then. | **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.**Suggestion:** Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong. |
| 2 | **Why are some places special?****NC ref:** Significant places in own locality **Focus**: Thinking about historical significance, using primary sources.**Suggestion:** Special places in the area visit and enquiry– cathedral etc. | **Fantastic Firsts****NC ref:** events beyond living memory that are significant globally or nationally**Focus:** Chronology over longer timeframe, comparing events, writing about significance.**Suggestion:** inventions, special events – moon landing, electricity, first train etc. | **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**Suggestion:** Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn |
| 3 | **Who were Britain’s first builders?****NC ref**: Changes in Britain Stone Age to Iron Age**Focus:** 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. | **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) | **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. |
| 4 | **Why did the Romans march through 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) | **What was daily life like for Romans?****NC ref**: The Roman Empire and its impact on Britain**Focus:** Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry | **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. |
| 5 |  **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. | **Who was making history in faraway places in the year 1000?****NC ref:** non-European society that provides contrast to British history**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.**Suggestion:** Mayans. | **School designed unit – e.g. historic environment enquiry****NC ref:** local history study**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 |
| 6 | **What’s in a name?****NC Ref**: Local History unit – WW1 war memorials**Focus**: Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past | **Has life got better for children in Britain?****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. |