Esh Winning Primary School

Long Term Plan for History

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | |