

## History KS1 and KS2 Long-term plan outline

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>
3	<p><b>Who were Britain's first builders?</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>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>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>
4	<p><b>Why did the Romans march through 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><b>What was daily life like for Romans?</b>  <b>NC ref:</b> The Roman Empire and its impact on Britain  <b>Focus:</b> 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</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>
5	<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><b>Who was making history in faraway places in the year 1000?</b>  <b>NC ref:</b> non-European society that provides contrast to British history  <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.  <b>Suggestion:</b> Mayans.</p>	<p><b>School designed unit – e.g. historic environment enquiry</b>  <b>NC ref:</b> local history study  <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>
6	<p><b>What's in a name?</b>  <b>NC Ref:</b> Local History unit – WW1 war memorials  <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><b>Has life got better for children in Britain?</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>