



History Long Term Plan



Year	Autumn	Spring	Summer
1	<p>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.</p>	<p>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.</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. Suggestion: Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong.</p>
2	<p>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.</p>	<p>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.</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 Suggestion: Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>
3	<p>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.</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>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>
4	<p>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)</p>	<p>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.</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>
5	<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>Who was making history in faraway places in the year 1000? Focus: The Mayans 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.</p>	<p>School designed unit - e.g. historic environment enquiry. This unit changes regularly. 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</p>
6	<p>What's in a name? NC Ref: Local History unit - WW1 war memorials Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p>	<p>Who was Mary Ann Cotton? Was she guilty? 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</p>	<p>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.</p>