

History Long Term Plan - Cycle A

	Autumn	Spring	Summer
Y1/2	<p>Changes within</p> <p>I'm Making History or Kings and Queens <i>NC Ref: Changes within living memory</i></p> <p><u>Focus:</u> chronology, knowledge of very recent past, asking and answering questions.</p> <p>➤ EG) My timeline, family history, Christmas past and present or looking at past and present monarchs and their contributions.</p> <ul style="list-style-type: none"> • Beamish Museum • Museum in a box – Sunderland Museum • That History Bloke 	<p>Changes beyond</p> <p>Toys in the past or Transport in the past or Fantastic Firsts <i>NC Ref: Changes beyond living memory</i></p> <p><u>Focus:</u> use of sources, similarities and differences, chronology</p> <p>➤ EG) Story of how toys or transport has evolved over time. Learn about the first inventions such as first mobile or computer ect.</p> <ul style="list-style-type: none"> • Discovery Museum Newcastle • Sunderland Museum and Winter Gardens- toys • KS1 Victorian toys & games &#171; History &#171; Primary &#171; School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk) • That History Bloke 	<p>Significant individuals/ places</p> <p>Explorers <i>NC Ref: The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p><u>Focus:</u> historical interpretation, historical significance, chronology over a longer period of time.</p> <p>➤ EG) Neil Armstrong, Christopher Columbus,</p>
Y3/4	The Ancient World	Empires and Legacy	Invaders and Settlers

	<p>Who were Britain's first builders? <i>NC Ref: Stone Age to Iron Age</i></p> <p><u>Focus:</u> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, similarities and differences, using artefacts as primary sources, awareness of representations.</p> <ul style="list-style-type: none"> • A Handy Guide to Survive the Stone Age &#171; History &#171; Primary &#171; School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk) • Hancock Museum – Newcastle 	<p>How have the Greeks shaped my world? <i>NC Ref: Ancient Greece</i></p> <p><u>Focus:</u> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p> <ul style="list-style-type: none"> • Travellers Through Time History Workshops &#171; History &#171; Primary &#171; School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk) • Oriental Museum – Durham • Hancock Museum – Newcastle • That History Bloke 	<p>Who invaded Britain? <i>NC Ref: Britain's settlement by the Anglo Saxons and Scots</i></p> <p><u>Focus:</u> Overview of the migration of people to the UK, invasion and settlement by Romans in brief as an overview, key features of Anglo Saxon Britain, Scots' invasions, chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p> <ul style="list-style-type: none"> • Sunderland Museum and Winter Gardens • Travellers Through Time History Workshops &#171; History &#171; Primary &#171; School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk) • Oriental Museum – Durham • That History Bloke
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Y5/6

A contrasting European society

Who was making history in faraway places in the year 1000? Eg)Mayan, Benin or Bagdad

NC Ref: non- European society

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)

- **Oriental Museum**

Aspect or theme since 1066

Has life got better for children in Britain? Or Significant turning point in history.

NC Ref: Aspect or theme since 1066 (Changing life for children) or first railway or Battle of Britain

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.

Local History

Local study

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

- **Museum in a box – Sunderland Museum**
- **WW1 WW2 hands-on History « History « Primary « School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk)**
- **WW1 in Virtual Reality - Tommies & the trenches « History « Primary « School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk)**
- **Oriental Museum – Durham**
- **That History Bloke**

History Long Term Plan Cycle B

	Autumn	Spring	Summer
Y1/2	<p>Changes within</p> <p>Comparing life <i>NC Ref: Changes within living memory</i></p> <p><u>Focus:</u> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources.</p> <ul style="list-style-type: none"> ➤ EG) Victorians – lifestyle, homes, jobs, school, toys • Beamish • Museum in a box – Sunderland Museum 	<p>Changes beyond</p> <p>Great Fire of London or Moon landing <i>NC. Ref: Events beyond living memory</i></p> <p><u>Focus:</u> Chronology over longer timeframe, comparing events, writing about significance.</p> <ul style="list-style-type: none"> • A Handy Guide to Survive the Stone Age &#171; History &#171; Primary &#171; School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk) • Durham University • That History Bloke 	<p>Significant individuals/ places</p> <p>Grace Darling/ Florence Nightingale or a focus on a significant place in locality <i>NC Ref: The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><u>Focus:</u> Thinking about historical significance, using primary sources.</p> <ul style="list-style-type: none"> • Souter Lighthouse • That History Bloke
Y3/4	<p>The Ancient World</p> <p>Why did the Ancient Egyptians build pyramids? <i>NC Ref: Achievements of earliest civilisations - Ancient Egypt</i></p> <p><u>Focus:</u> key features of early civilisation,</p>	<p>Empires and Legacy</p> <p>Why did the Romans march through County Durham? <i>NC Ref: A local history study</i></p> <p><u>Focus:</u> Key features of Roman Britain, buildings etc army and British campaign, chronology,</p>	<p>Invaders and Settlers</p> <p>Were the Vikings really vicious? <i>NC Ref: The Viking and Anglo Saxon struggle for England to 1066</i></p> <p><u>Focus:</u> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation</p>

	<p>chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> <ul style="list-style-type: none"> • A Handy Guide to Survive the Stone Age; History; Primary; School Workshops - Find Primary & Secondary Workshops for Schools (findschoolworkshops.co.uk) • Oriental Museum – Durham • Hancock Museum – Newcastle • That History Bloke 	<p>causation and consequence, using information texts and representations of the past (reconstructions, artist’s views)</p> <p><i>NB timeline links showing contemporaneous development of Greeks/ Egyptians and Romans</i></p> <ul style="list-style-type: none"> • Oriental Museum – Durham • Hancock Museum – Newcastle • That History Bloke 	<p><i>NB timeline links</i></p> <ul style="list-style-type: none"> • That History Bloke
<p>Y5/6</p>	<p>Achievements of Early Civilisation</p> <p>The Shang Dynasty or Ancient China</p> <p><i>NC Ref: non- The Achievements of early civilisations</i></p> <p><u>Focus:</u> ; key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p>Aspect or theme since 1066</p> <p>Can we choose Britain’s best monarch?</p> <p><i>NC Ref: Aspect or theme since 1066.</i></p> <p><u>Focus:</u> 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>Local History</p> <p>Historic environment enquiry</p> <p><i>NC Ref: Local History unit – mining, impact on locality – focus on County Durham locality, ship building – Sunderland</i></p> <p><u>Focus:</u> Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p> <ul style="list-style-type: none"> ➤ EG) mining, Durham city centre, local castle, railways, steel, ship building • Beamish

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NB. Remembrance/ Bonfire/Black History and any other special events, should also be taught throughout the year whenever they occur.