**Ropery Walk Primary School History KS1 and KS2 Long term plan**

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| **Year** |  |  |
| **1** | **Autumn: Block 1**  **I’m making History!**  **NC ref: changes within living memory – How do I find out about me?**  **Focus:** Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.  **Why do we celebrate Bonfire Night?**  **NC ref: events beyond living memory that are significant national or globally**  **Focus:** Chronology, vocabulary of everyday historical terms, thinking about historical significance. | **Spring: Block 2**  **I’m making History!**  **NC ref: changes within living memory - Toys and Games in the Past**  **Focus:** Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. |
| **Summer: Block 3**  **Who has helped make History? Florence Nightingale and Mary Seacole**  **NC ref**: Significant individuals in the past, local significant individuals  **Focus:** use of historical interpretations, chronology over a longer period, thinking about historical significance. |
| **1/2** | **Autumn: Block 1**  **Can I be a history detective? (incorporating beginning of I’m making history)**  **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 (Anglo Saxon Church, St Mary the Virgin)** | **Spring: Block 2**  **Fantastic Firsts!**  **NC ref: events beyond living memory that are significant globally or nationally**  **Focus:** Chronology over longer timeframe, comparing events, writing about significance  First flight – Wright Brothers, WW1 planes, modern flight |
| **Summer: Block 3**  **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  Queen Elizabeth 1 and Queen Elizabeth 2 |
| **2** | **Autumn: Block 1**  How do we know about the Great Fire of London?  **NC ref: events beyond living memory that are significant national or globally**  **Focus:** Chronology, vocabulary of everyday historical terms, thinking about historical significance  What do we commemorate on Remembrance Day?  **NC ref: events beyond living memory that are significant national or globally**  **Focus:** Chronology, vocabulary of everyday historical terms, thinking about historical significance | **Spring: Block 2**  **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:** general firsts, focus on first moon landing (including Neil Armstrong possibly comparing to Tim Peake moon landing) |
| **Summer**: **Block 3**  **Why are some places special?**  **Why is Anglo-Saxon Church our special place?**  **NC ref:** Significant places in own locality  **Focus**: Thinking about historical significance, using primary sources.  ***Local place to visit Anglo-Saxon Church: St Mary the Virgin*** |
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| **Y3&4**  **Our Ancient World:**  **Buildings or Beliefs?**  Cycle B | **Brilliant Buildings**  **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) | **Investigation Greece – what can we find?**  **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  **Contemporaneous investigation of Stone Age, Ancient Egyptians, Ancient Greece**  **(what is happening at the same time in each of these civilisations?)** |
| **Y3&4**  **Our Ancient World:**  **Daily Life**  **Cycle A** | **Stone Age to Iron Age: Daily Life**  **NC ref**: Changes in Britain Stone Age to Iron Age  **Focus:** Daily life,technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.  **Egyptians: work and play**  **Focus:** technology, change over time, use of artefacts as primary sources, awareness of representation | **How have the Greeks shaped my world?**  **NC Ref:** Ancient Greece; achievements and influence  **Focus:** Daily life.Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.  **Life in a Roman Village**  Site study  Archaeology based |
| **Year 3 & 4 will study Our Ancient World and ensure that the primary sources etc used provide the focus for ‘buildings or beliefs’ or ‘daily life’ as required to ensure Y4 are provided with opportunities to develop their knowledge** | | |
| **4/5**  **Empire** | **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 | **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)  **School designed unit – e.g. historic environment enquiry**  **NC ref:** local history study with an Anglo Saxon  **Focus**: Use of the historic local environment to further enquiry skills, (St Mary the Virgin church build on work carried out in Y2) develop chronological range and use of primary sources such as maps, census, buildings and photographs |
| **5**  **Raiders and Invaders** | **What happened when the Romans left Britain?**  **The Anglo-Saxons**  **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. Link with visit to Bede/Durham Cathedral through RE Northern Saints curriculum | **Vikings to 1066**  **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.  Were the Vikings really vicious  Who were the Vikings  Local element |
| **6** | **Mayans**  **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. | **Aspect or theme since 1066**  **What’s in a name?**  **NC Ref**: Local History unit – Seaham  **Focus**: Chronological security, key features of an era, use of primary sources,  Lord Byron, Mining, George Elmy disaster |