



Ebchester C of E Primary School

KS2 Long Term Plan - History

The Year 3/4 planning has chronological underpinnings and supports connection over time and retrieval via a termly focus. This would allow a very clear focus on key terms in context.

	Autumn	Spring	Summer
	The Ancient World	Empires and Legacy	Invaders and Settlers
Y3/4 Cycle A	<p>Who were Britain's first builders?</p> <p>NC ref: Changes in Britain Stone Age to Iron Age</p> <p>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>How have the Greeks shaped my world?</p> <p>NC Ref: Ancient Greece; achievements and influence</p> <p>Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p>Who invaded Britain?</p> <p>NC ref: Britain's settlement by the Anglo Saxons and Scots</p> <p>Focus: 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 (s/c/r/e), Scots' invasions, chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
Y3/4 Cycle B	<p>Why did the Ancient Egyptians build pyramids?</p> <p>NC ref: Achievements of earliest civilisations - Ancient Egypt</p>	<p>Why did the Romans march through County Durham?</p> <p>NC ref: A Local history study</p>	<p>Were the Vikings really vicious?</p> <p>NC Ref: The Viking and Anglo Saxon struggle for England to 1066</p>

	<p>Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p>Focus: Key features of Roman Britain, buildings etc army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built)</p> <p><i>NB timeline links showing contemporaneous development of Greeks/ Egyptians and Romans</i></p>	<p>Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation</p> <p><i>NB timeline links</i></p>
<p>The Y5/6 two - year cycle starts with depth study of contrasting areas. There is then a move to an overview approach in the Spring which will allow a recap of chronological knowledge. The Summer term has a local depth study in each year.</p>			
	A contrasting non-European society	Aspect or theme since 1066	Local history unit
<p>Y5/6 Cycle A</p>	<p>Who was making history in faraway places in the year 1000?</p> <p>Mayan NC ref: non - European society</p> <p>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. models)</p>	<p>Has life got better for children in Britain?</p> <p>NC ref: Aspect or theme since 1066 (Changing life for children).</p> <p>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>	<p>What's in a name?</p> <p>NC Ref: Local History unit – WW1 war memorials</p> <p>Focus: Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past</p>
<p>Y5/6 Cycle B</p>	<p>Who was making history in faraway places in the year 1000?</p>	<p>Can we choose Britain's best monarch?</p>	<p>School designed unit – historic environment enquiry</p>

	<p>Benin NC ref: non - European society.</p> <p>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>NC ref: Aspect or theme since 1066.</p> <p>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>	<p>NC Ref: Local History unit – mining, impact on locality – focus on County Durham locality.</p> <p>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>Possible focus – mining, Durham city centre, local castle, railways, steel, ship building</p>
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