

Ramshaw Primary School

KS1/KS2 History Long Term Plan

Year Group / Cycle/Theme	Autumn	Spring	Summer
KS1			
Year R/1/2 Cycle A (Year 1 focus – deepen to compare and contrast for Year 2 pupils)	Why are some places special? NC Ref: significant places in own locality Focus: thinking about historical significance, using primary sources Suggestions: special places in local area – visit and enquiry e.g. Durham Cathedral/Hadrian’s Wall/ Killhope Lead Mine/Angel of the North/ Local Castle/our school/local church	Fantastic Firsts NC Ref: events beyond living memory that are significant globally or nationally (NOT more than 100 years) Focus: chronology over longer timeframe, comparing events, writing about significance Suggestions: inventions, special events – moon landing, electricity, first train	All change? Holidays Now and Then NC Ref: Changes within living memory and beyond, significant places in our locality Focus: identifying and writing about change and its causes. Forming an interpretation, use of primary sources Suggestions: compare holidays now/1950s/ Victorians – local historical environment e.g. Saltburn
Year R/1/2 Cycle B (Year 2 focus – simplify task for Year 1 pupils using Cycle A activities for ideas)	I’m making History NC Ref: changes within living memory Focus: Chronology, knowledge of very recent past, use of common words, asking and answering simple questions. Suggestions: My timeline/family history/ investigating Christmas now and in past	History detectives – spot the difference? NC Ref: changes within living memory, places in locality Focus: use of primary sources, comparing to find similarities and difference, chronology, beginning to explain change and continuity Suggestions: local history enquiry, toys/ phones/transport now and then	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 Suggestions: Beatrix Potter/Grace Darling/Timothy Hackworth/Captain Scott/Neil Armstrong
LKS2			
Year 3/4 Cycle A Daily Life	What was daily life like for the First Britons? NC Ref: Changes in Britain Stone Age to Iron Age Focus: key features of an era, chronology (sequence and duration), change over time, using artefacts as primary sources, awareness of representations Hamilton Trust Block/depth studies Star Carr/Cheddar Gorge/Maiden Castle	How have the Greeks shaped my world? NC Ref: Ancient Greeks: 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	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
Year 3/4 Cycle B Buildings and Technology	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 Suggestion: Pre-history definition, evidence of first people on islands (Happisburgh, Boxgrove, Pontenewydd) Skara Brae study/Stonehenge study	Why did the Ancient Egyptians build pyramids? NC Ref: Achievements of earliest civilisations - Ancient Egyptians Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences) Suggestions: skills/lifestyles/roles/beliefs development from settled lifestyle	Why did the Romans march through County Durham? NC Ref: The Roman Empire and its impact on Britain Focus: key features of a Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist’s views, built models) Suggestions: Vindolanda/Binchester Fort/roads-Dere Street/Hadrian’s Wall/Wallsend/
UKS2			
Year 5/6 Cycle A Beliefs & Culture	Who was making history in faraway places around the year 1000? NC ref: A non-European society that provides contrasts with British history Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference in Britain in c.1000, use of primary sources, identification of key points in historical interpretations. Suggestion: Mayans	Local History Study – Who was Tom McGuinness? NC Ref: Local history study Focus: use of historical local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs. Suggestion: Mining/Industrial Revolution	Can we choose the UK’s most important monarch? NC Ref: an aspect since 1066 Focus: explain and analyse second order concepts, primary source use knowledge, historical interpretations/representations of the past Suggestions: William the Conqueror, King John, Edward 1, Henry VIII, Elizabeth I, James I, Charles I, Victoria, Edward VII, Elizabeth
Year 5/6 Peace & Conflict	How did the Anglo Saxons change Britain? NC Ref: Britain’s settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon beliefs and culture, chronology (sequence and duration), consequences and significance, use of information texts and historian’s interpretations Suggestions: Reasons Romans left/invading groups and Vortigern/Kings and Kingdoms/Anglo Saxon farm life/Anglo Saxon beliefs (Escomb	Were the Viking really vicious? NC Ref: The Viking and Anglo Saxon struggle for England to 1066 Focus: Chronology (sequence and duration), key features of Viking beliefs and culture, significance (legacy) Suggestions: Hamilton Trust Mythology, Art and Culture - adapt tasks as for LKS2, Lindisfarne Focus: Chronology and key features, making a supported judgement, use of primary sources to test as interpretation	What’s in a name? (WW1) NC ref: Local study 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 Suggestion: The Bradford Brothers

	church)/Anglo Saxon enemies/ Alfred the Great		
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