

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)	What impact did the development of the railways have on our village/country? NC Ref: Significant historical events, people and places in own locality Focus: comparing now and then to find similarities and difference, chronology Suggestion: Stockton to Darlington Railway, Timothy Hackworth, George Stephenson, Locomotion No. 1 Why do we have Remembrance Festivals? NC Ref: Events beyond living memory that are significant nationally or globally Suggestion: WW1	History detectives – spot the difference? How have toys changed in the last 80 years? 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: Toys Now and Then, specific local toys and games	Fantastic Firsts NC Ref: events beyond living memory that are significant globally or nationally Focus: chronology over longer timeframe, comparing events, writing about significance Suggestions: inventions, special events – moon landing, electricity, first train
Year R/1/2 Cycle B (Year 2 focus – simplify task for Year 1 pupils)	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/Mary Seacole/Captain Scott/Neil Armstrong Why do we have Remembrance Festivals? NC Ref: Events beyond living memory that are significant nationally or globally Suggestion: WWII	What happened in London in 1666? NC Ref: events beyond living memory that are significant globally or nationally Focus: causes and effects, use of primary sources,	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
LKS2			
Year 3/4 Cycle A	What was 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 Possible Depth Studies: Star Carr/Skara Brae/Stonehenge	What was life like in Roman Britain? NC Ref: The Roman Empire and its impact on Britain Focus: key features of a global empire (invasion and conquer), Roman Army, chronology (duration) similarity and difference of experiences within the period, use of primary sources – supported inference and lines of enquiry, using information texts and representations of the past (reconstructions, artist’s views, built models) Suggestions: Binchester Fort/Dere Street/Vindolanda/Hadrian’s Wall	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 church)/Anglo Saxon enemies/ Alfred the Great
Year 3/4 Cycle B Buildings and Technology	How old is Ancient? NC Ref: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Focus: key features of early civilisations, chronology (sequence and duration), science and technology development, beliefs and daily lives, primary sources, legacy Suggestions: Environmental history and sustainability of Sumer, Egypt, the Indus Valley and Shang Dynasty.	Why did the Ancient Egyptians build pyramids? NC Ref: Achievements and influence of earliest civilisations - Ancient Egyptians Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)	How have the Greeks shaped my world? NC Ref: A study of Greek life and achievements and their influence on the western world Focus: chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy), use of primary sources, use of written interpretations
UKS2			
Year 5/6 Cycle A	How did one invention transform Victorian Britain? 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/Stockton to Darlington Railway	Did the punishment always fit the crime in the past? NC Focus: a study of an aspect of social history in British history that extends pupils’ chronological knowledge beyond 1066 Focus: comparison across historical time periods, legacy, evaluate and compare similarities and differences to present day Suggestions: Romans, Anglo Saxons, Tudors, Victorians, Highwaymen, present day	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/Benin

<p>Year 5/6</p>	<p>Were the Viking really vicious? NC Ref: The Viking and Anglo Saxon struggle for England to 1066 Focus: Migration, Settlement and Invasion, Chronology (sequence and duration), key features of Viking beliefs and culture, significance (legacy), making a supported judgement, use of primary sources to test as interpretation Suggestions: Mythology, Art and Culture, Lindisfarne</p>	<p>How did the Second World War involve the whole world and impact so many people? NC Ref: A significant turning point in British history that extends pupils' chronological knowledge beyond 1066 Focus: chronology and duration, use of primary sources and interpretations, similarities and differences, legacy, Suggestions: when and why World War II began, key individuals and countries, life in Britain during WWII, comparisons of children, women and men experiences. Lasting change and legacy.</p>	<p>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</p>
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