



## History Long Term Planning 2 Year Rolling Programme

Year 1&2	Autumn	Spring	Summer
Cycle A	<p style="text-align: center;"><b>I'm Making History</b></p> <p><b>National Curriculum reference:</b> changes within living memory</p> <p><b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p>	<p style="text-align: center;"><b>History detectives – spot the differences!</b></p> <p><b>National Curriculum reference:</b> changes within living memory, places in locality</p> <p><b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p>	<p style="text-align: center;"><b>Who has helped make History?</b></p> <p><b>National Curriculum reference:</b> Significant individuals in the past, local significant individuals</p> <p><b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.</p>
Cycle B	<p style="text-align: center;"><b>Why are some places special?</b></p> <p><b>National Curriculum reference:</b> Significant places in own locality</p> <p><b>Focus:</b> Thinking about historical significance, using primary sources.</p>	<p style="text-align: center;"><b>Fantastic Firsts</b></p> <p><b>National Curriculum reference:</b> events beyond living memory that are significant globally or nationally</p> <p><b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.</p>	<p style="text-align: center;"><b>All change? Holidays now and then</b></p> <p><b>National Curriculum reference:</b> Changes within living memory and beyond. Significant places in our own locality.</p> <p><b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p>



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	Autumn- The Ancient World	Spring-Empires and Legacies	Summer-Invaders and Settlers
Years 3 & 4 Cycle A	<p style="text-align: center;"><b>Who were Britain's first builders?</b></p> <p><b>National Curriculum reference:</b> Changes in Britain Stone Age to Iron Age  <b>Focus:</b> 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 style="text-align: center;"><b>How have the Greeks shaped my world?</b></p> <p><b>National Curriculum reference:</b> : Ancient Greece; achievements and influence  <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p style="text-align: center;"><b>Who invaded Britain?</b></p> <p><b>National Curriculum reference:</b> : Britain's settlement by the Romans  <b>Focus:</b> Overview of the migration of people to the UK, invasion and settlement by Romans then, in brief as an overview, Scots invasions, Anglo Saxon invasions , settlements and kingdoms. Chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
Years 3 & 4 Cycle B	<p style="text-align: center;"><b>Why did the Ancient Egyptians build pyramids?</b></p> <p><b>National Curriculum reference:</b> of earliest civilisations - Ancient Egypt. Focus on beliefs, rulers and use of primary sources and looking at historians' different ideas about the pyramids.</p>	<p style="text-align: center;"><b>Why did the Greeks go to war?</b></p> <p><b>National Curriculum reference:</b> Ancient Greece  <b>Focus:</b> empire, conflict, trade, chronology and links across different parts of the world. The battles for Greece and the campaigns of Alexander the Great.</p>	<p style="text-align: center;"><b>How did Anglo Saxon settlers change Britain?</b></p> <p><b>National Curriculum reference:</b> Britain's settlement by the Anglo Saxons and Scots  <b>Focus:</b> Anglo Saxon Art and culture, farming and technology, Christian conversion, leaders and rules. Focus on change.</p>
Years 5 & 6 Cycle A	<p style="text-align: center;"><b>What were the achievements of the Shang dynasty?</b></p> <p><b>National Curriculum reference:</b> Achievements of earliest civilisations  <b>Focus:</b> key features of early civilisation, chronology ( sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences, utility)</p>	<p style="text-align: center;"><b>School designed unit – historic environment enquiry</b></p> <p><b>National Curriculum reference:</b> Local History unit  <b>Focus:</b> Chronological security, key features of an era, use of primary sources, local history and its links to the national story.</p>	<p style="text-align: center;"><b>Were the Vikings vicious?</b></p> <p><b>National Curriculum reference:</b> The Viking and Anglo-Saxon struggle for England to 1066  <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation</p>
Years 5 & 6 Cycle B	<p style="text-align: center;"><b>Who was making history in faraway places in the year 1000?</b></p> <p><b>National Curriculum reference:</b> : non - European society  <b>Focus:</b> 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 style="text-align: center;"><b>Has life got better for children in Britain?</b></p> <p><b>National Curriculum reference:</b> Aspect or theme since 1066 (Changing life for children).  <b>Focus:</b> 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 style="text-align: center;"><b>What's in a name?</b></p> <p><b>National Curriculum reference:</b> : Local History unit – WW1 war memorials  <b>Focus:</b> Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past</p>