



## Dean Bank Primary and Nursery School KS1 and KS2 History Long Term Plan

Year	Autumn	Spring	Summer
1	<p><b>I'm making History!</b>  <b>NC ref:</b> Changes within living memory.  <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p>	<p><b>History detectives – Spot the differences!</b>  <b>NC ref:</b> Changes within living memory, places in locality.  <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p>	<p><b>Who has helped me make History?</b>  <b>NC ref:</b> Significant individuals in the past, local significant individuals.  <b>Focus:</b> Use of historical interpretations, chronology over a longer period, thinking about historical significance.</p>
2	<p><b>Why are some places special?</b>  <b>NC ref:</b> Significant places in own locality.  <b>Focus:</b> Thinking about historical significance, using primary sources.</p>	<p><b>Fantastic Firsts</b>  <b>NC ref:</b> Events beyond living memory that are significant globally or nationally.  <b>Focus:</b> Chronology over a longer timeframe, comparing events, writing about significance.</p>	<p><b>All change? Holidays now and then.</b>  <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality.  <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources.</p>
3	<p><b>Who were Britain's first builders?</b>  <b>NC ref:</b> Changes in Britain from 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><b>Why did the Ancient Egyptians build pyramids?</b>  <b>NC ref:</b> Achievements in the earliest civilisations.  <b>Focus:</b> Key features of early civilisation, chronology (sequence, duration and contemporaneous development, causation, use of primary sources (supported inference))</p>	<p><b>How have the Greeks shaped my world?</b>  <b>NC ref:</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>
4	<p><b>Why did the Romans march through County Durham?</b>  <b>NC ref:</b> A local history study.  <b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artists views, built models)</p>	<p><b>What was daily life like for Romans?</b>  <b>NC ref:</b> The Roman Empire and its impact on Britain.  <b>Focus:</b> 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 inquiry.</p>	<p><b>What happened when the Romans left Britain?</b>  <b>NC ref:</b> Britain's first settlement by Anglo Saxons and Scots.  <b>Focus:</b> Key features of Anglo Saxon Britain, chronology (sequence and duration), consequences and significance. Use of information texts and historians interpretations.</p>
5	<p><b>Were the Vikings really vicious?</b>  <b>NC ref:</b> The Viking and Anglo 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>	<p><b>Who was making history in faraway places in the year 1000?</b>  <b>NC ref:</b> non-European society that provides contrast to British history.  <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its developments, similarity and difference to Britain in c. 1000, use of primary sources, identification of key points in historical interpretations.</p>	<p><b>Who was Tommy Armstrong?</b>  <b>NC ref:</b> A local history study.  <b>Focus:</b> Use of historic local environment o further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs.</p>
6	<p><b>What's in a name?</b>  <b>NC ref:</b> Local history unit – WW1 memorials.  <b>Focus:</b> Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past.</p>	<p><b>How did WW2 impact the lives of children in Durham and the rest of the UK?</b>  <b>NC ref:</b> Aspect or theme since 1066.  <b>Focus:</b> Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility.</p>	<p><b>Having fun in the UK! What's changed since the Romans left? Crime and Punishment! What's changed?</b>  <b>NC ref:</b> Aspect or theme since 1066.  <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>



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