



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

Year	Autumn	Spring	Summer
1	<p>I'm making History! NC ref: Changes within living memory. Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p>	<p>History detectives – Spot the differences! NC ref: Changes within living memory, places in locality. Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p>	<p>Who has helped me 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.</p>
2	<p>Why are some places special? NC ref: Significant places in own locality. Focus: Thinking about historical significance, using primary sources.</p>	<p>Fantastic Firsts NC ref: Events beyond living memory that are significant globally or nationally. Focus: Chronology over a longer timeframe, comparing events, writing about significance.</p>	<p>All change? Holidays now and then. NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources.</p>
3	<p>Who were Britain's first builders? NC ref: Changes in Britain from 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.</p>	<p>Why did the Ancient Egyptians build pyramids? NC ref: Achievements in the earliest civilisations. Focus: Key features of early civilisation, chronology (sequence, duration and contemporaneous development, causation, use of primary sources (supported inference))</p>	<p>How have the Greeks shaped my world? NC ref: Ancient Greece; 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.</p>
4	<p>Why did the Romans march through County Durham? NC ref: A local history study. Focus: 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>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 inquiry.</p>	<p>What happened when the Romans left Britain? NC ref: Britain's first settlement by Anglo Saxons and Scots. Focus: Key features of Anglo Saxon Britain, chronology (sequence and duration), consequences and significance. Use of information texts and historians interpretations.</p>
5	<p>Were the Vikings really vicious? NC ref: The Viking and Anglo struggle for England to 1066. Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p>Who was making history in faraway places in the year 1000? NC ref: non-European society that provides contrast to British history. Focus: 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>Who was Tommy Armstrong? NC ref: A local history study. Focus: 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>What's in a name? NC ref: Local history unit – WW1 memorials. 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>How did WW2 impact the lives of children in Durham and the rest of the UK? NC ref: Aspect or theme since 1066. Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility.</p>	<p>Having fun in the UK! What's changed since the Romans left? NC ref: Aspect or theme since 1066. 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>