

Education Durham History KS1 and KS2 Long term plan outline update 2017

This revised long term overview replaces earlier guidance and reflects the ongoing work of the Durham Primary Humanities Network. For further guidance and examples of medium term planning/ support, please contact Gabrielle.reddington@durham.gov.uk

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. Suggestion: My timeline, family history, investigating Christmas now and in the past.</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. Suggestion: local history enquiry, toys/ phones/ transport now and then.</p>	<p>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. Suggestion: Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong.</p>
2	<p>Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources. Suggestion: Special places in the area visit and enquiry– cathedral etc.</p>	<p>Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. Suggestion: inventions, special events – moon landing, electricity, first train etc.</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 Suggestion: Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>
3	<p>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.</p>	<p>Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</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, artist's 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 enquiry</p>	<p>What happened when the Romans left Britain? NC ref: Britain's settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
5	<p>Were the Vikings really vicious? NC Ref: The Viking and Anglo saxon 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 development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations. Suggestion: Mayans.</p>	<p>School designed unit – e.g. historic environment enquiry NC ref: local history study Focus: Use of the historic local environment to 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 war 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>Has life got better for children in Britain? NC ref: Aspect or theme since 1066 (Changing life for children). 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>