



Castleside Primary School

History Long Term Planning



Rationale for History Planning:

EYFS planning is based on the Early Years Foundation Stage curriculum and is repeated annually. In EYFS, history is covered with Understanding the World. The history curriculum is planned for single age classes across KS1 and on a four-year cycle across KS2 to ensure full coverage of the National Curriculum. In 2019/2020, all classes are studying Cycle C.

In KS1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Golden Threads running through the history curriculum include chronology, industry, employment, innovation and local history.

	Autumn Term	Spring Term	Summer Term
EYFS	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of 	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To look closely at similarities, differences, 	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate

	the similarities and differences in relation to friends or family.	patterns and change.	environment and how environments might vary from one another.
Year 1	I'm making history <ul style="list-style-type: none"> Changes within living memory Look at old and new buildings/structures <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 	The Great Fire of London <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	Grace Darling <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements.
Year 2	Trains and Mining <ul style="list-style-type: none"> Changes within living memory Significant historical events, people and places in our own locality. 	The Great Fire of London <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	Grace Darling <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements.
KS2 Cycle A	Anglo Saxons and Scots (Holy Island) <ul style="list-style-type: none"> LKS2: Why did the Anglo-Saxons invade? Where did they live and how can we tell? UKS2: Primary sources – studying Anglo-Saxon graves. Coming of Christianity (<i>link to RE topic of Lindisfarne Gospels and Northern Saints</i>) 	The Indus Valley – achievement of earliest civilisations <ul style="list-style-type: none"> LKS2: Location of the Indus Valley (<i>link to geography and settlement near rivers</i>). Daily life. UKS2: Using various sources to research what life was like in the Indus Valley. What advancements were made during this period and why were they important? 	Local study <ul style="list-style-type: none"> Consett Steelworks
KS2 Cycle B	A non-European society that provides contrast with British History – Mayan civilisation circa AD900 <ul style="list-style-type: none"> LKS2: Everyday life. How did the Mayan civilisation grow? UKS2: Sacrifice and rituals. Evidence study – using up to date laser findings. Why did the empire decline so quickly? 	Changes in an aspect of social history, in particular: leisure and entertainment in the 20th century (Bowes) <ul style="list-style-type: none"> LKS2: At the movies! What advances were made in cinema? How did the television affect this? UKS2: Football, fashion and technology. 	Local history study – mining <ul style="list-style-type: none"> Woodhorn and Beamish

<p style="text-align: center;">KS2 Cycle C</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> • LKS2: Greek mythology; • UKS2: Women in Ancient Greece and Democracy (<i>link to British Values</i>) <p><i>LKS2 class to read 'Who Let the Gods Out?' by Maz Evans as their key text to support this.</i></p>	<p>Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • LKS2: How did the Vikings try to take over the country and how close did they get? Evidence of Anglo-Saxon and Viking occupation. • UKS2: As above – focus on enquiry and primary sources. Norse Mythology. <p><i>Links to be made to Autumn Term work on Lindisfarne Gospels and Northern Saints.</i></p> <p><i>LKS2 class to read 'Arthur and the Golden Rope' by Joe Todd-Stanton as their key text to support this.</i></p> <p><i>UKS2 classes to read 'How to Train a Dragon' by Cressida Cowell or 'Odd and the Frost Giants' by Neil Gaiman to support this.</i></p>	<p>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history e.g. first railways.</p> <ul style="list-style-type: none"> • LKS2: First railways. Local history link: Stockton-Darlington line. • UKS2: Crime and Punishment (<i>link to British Values</i>) Looking back through various ages studied and their methods (consolidating chronology) before extending beyond 1066.
<p style="text-align: center;">KS2 Cycle D</p>	<p>Changes in Britain from the Stone Age to Iron Age</p> <ul style="list-style-type: none"> • LKS2: How much did life change when man learned how to farm? Study of Skara Brae. • UKS2: What was life like in the Iron Age and how do we know? Studying excavations (Maiden Castle) and Stonehenge. 	<p>Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • LKS2: Why did the Romans leave hot, sunny Italy to invade Britain? Struggle against the Celts and Boudicca's rebellion. • UKS2: Roads – why were they built and why were they important? Infrastructure and housing. Study of the Empire – how did they keep control and why did it end? 	<p>Achievements of earliest civilisations – Ancient Egypt</p> <ul style="list-style-type: none"> • LKS2: Pyramids, tombs and embalming the dead and the afterlife. • UKS2: Researching life in Ancient Egypt using different sources. Comparing to other ancient civilisations.