

Hesleden Primary School – Long Term Plan for History – Cycle B [2020-21]

	Autumn	Spring	Summer
C1/EY	Understanding the World: People and Communities <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions 		
C2	Exciting Events! <i>What have been the big events in my local area?</i> Focus: Chronology of recent past, asking and answering simple questions and thinking about historical significance using primary sources.	History Detectives <i>What are the events we remember from long ago in the UK?</i> Focus: Use of historical interpretations, chronology over a longer period, identifying and writing about change and its causes, use of primary sources.	Significant People <i>Why do we remember certain people from long ago?</i> Focus: Chronology over longer timeframe, comparing events, use of primary sources and comparing similarities and differences.
C3	Brilliant Builders! <i>Who were Britain's first builders?</i> Focus: Building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources and awareness of representations.	Ancient Egyptians <i>Why did the Egyptians build pyramids?</i> Focus: Chronology, key features and individuals of ancient civilisation, consequences, significance (legacy), use of primary sources and written interpretations.	Ancient Greece <i>What were the most significant buildings in Ancient Greece?</i> Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.

<p>C4</p>	<p style="text-align: center;">The Romans <i>How did the Romans invade and conquer Britain?</i></p> <p>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 style="text-align: center;">Vikings <i>Were the Vikings really vicious?</i></p> <p>Focus: Chronology and key features, making a supported judgement, cause and effect, changes and continuity, use of primary sources to test an interpretation.</p>	<p style="text-align: center;">The Maya <i>Who was making history in faraway places in the year 1000?</i></p> <p>Focus: Chronology- developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and differences to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p>
<p>C5</p>	<p style="text-align: center;">World War <i>What's in a name?</i></p> <p>Focus: Chronological security, key features of an era, use of primary sources, similarity and differences of experience at a point in the past.</p>	<p style="text-align: center;">The Battle of Britain <i>How was the Battle of Britain a key turning point?</i></p> <p>Focus: Chronological security, key features of an era, use of primary sources, similarity and differences of experience at a point in the past; change and continuity.</p>	<p style="text-align: center;">From the Colosseum to Mario <i>How has having fun changed?</i></p> <p>Focus: Chronological security, use of primary sources, similarity and differences of experience at a point in the past; change and continuity; comparing entertainment and leisure.</p>