

## Hesleden Primary School – Long Term Plan for History – Cycle B [2022-23]

	Autumn	Spring	Summer
<b>C1/EY</b>	<p><b>2021 ELG: People, Culture and Communities</b> Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>2021 ELG: The Natural World</b> Children at the expected level of development will: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>		
<b>C2</b>	<p><b>Exciting Events!</b> <i>What have been the big events in my local area?</i></p> <p><b>Focus:</b> Chronology of recent past, asking and answering simple questions and thinking about historical significance using primary sources.</p>	<p><b>History Detectives</b> <i>What are the events we remember from long ago in the UK?</i></p> <p><b>Focus:</b> Use of historical interpretations, chronology over a longer period, identifying and writing about change and its causes, use of primary sources.</p>	<p><b>Significant People</b> <i>Why do we remember certain people from long ago?</i></p> <p><b>Focus:</b> Chronology over longer timeframe, comparing events, use of primary sources and comparing similarities and differences.</p>
<b>C3</b>	<p><b>Brilliant Builders!</b> <i>Who were Britain's first builders?</i></p> <p><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 and awareness of representations.</p>	<p><b>Ancient Egyptians</b> <i>Why did the Egyptians build pyramids?</i></p> <p><b>Focus:</b> Chronology, key features and individuals of ancient civilisation, consequences, significance (legacy), use of primary sources and written interpretations.</p>	<p><b>Hadrian's Wall</b> <i>Why did Hadrian build a wall?</i></p> <p><b>Focus:</b> 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>
<b>C4</b>	<p><b>World War</b> <i>What's in a name?</i></p> <p><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>Vikings</b> <i>Were the Vikings really vicious?</i></p> <p><b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p><b>From the Colosseum to Mario</b> <i>How has having fun changed?</i></p> <p><b>Focus:</b> 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>