

## Hesleden Primary School – Long Term Plan for History – Cycle A

	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 style="text-align: center;"><b>Special Places</b> <i>Why are some places special?</i></p> <p><b>Focus:</b> Chronology (sequence) of own lives, knowledge of very recent past, use of common words, asking and answering simple questions, thinking about historical significance and using primary sources.</p>	<p style="text-align: center;"><b>Toys</b> <i>All change?</i></p> <p><b>Focus:</b> Use of primary sources, chronology over a longer period, identifying and writing about change and its causes, use of primary sources.</p>	<p style="text-align: center;"><b>Fantastic Firsts</b> <i>Whose invention made the greatest difference?</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 style="text-align: center;"><b>Stone Age to Iron Age</b> <i>How did daily life change as people started to use bronze and iron instead of stone?</i></p> <p>Daily life, hunting and gathering, trade, society, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, aspect or theme post 1066 and awareness of representations.</p>	<p style="text-align: center;"><b>Ancient Greece</b> <i>What were the most significant buildings in Ancient Greece?</i></p> <p><b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p style="text-align: center;"><b>The Roman Empire</b> <i>What was daily life like for Romans?</i></p> <p><b>Focus:</b> 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>
<b>C4</b>	<p style="text-align: center;"><b>Children through time</b> <i>Has life got better for children in Britain since 1066?</i></p> <p><b>Focus:</b> 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>	<p style="text-align: center;"><b>Kingdom of Benin</b> <i>Why was Benin so remarkable?</i></p> <p><b>Focus:</b> 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.</p>	<p style="text-align: center;"><b>The Battle of Britain</b> <i>Why do we remember the Battle of Britain?</i></p> <p><b>Focus:</b> 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. Consolidation unit – uniting historical concepts and skills taught thus far. <i>Make connections to</i> Migration and Invasion unit – similarities and differences. <b>Scope to touch on</b> evacuation of children (link to Children through time), propaganda and reliability of sources. Impact locally, nationally and globally.</p>