

## Hesleden Primary School – Long Term Plan for History – B

|                  | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                          |
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| <b>C1<br/>EY</b> | <b>ELGs relevant to History: Listening; Speaking; People, Culture and Communities; Past and Present:</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Explain some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Talk about the lives of the people around them and their roles in society</li> </ul> <b>To be KS1 ready:</b> <ul style="list-style-type: none"> <li>Use words associated with the past including yesterday, last week, last year; use past tense when speaking about things that happened in the past</li> <li>Share their memories of significant events in their own lives; talk about things that have changed; begin to put these events in order</li> <li>Share their memories of things that they have done with people that are special to them</li> <li>Talk about the order of events in a range of familiar stories; recognise language in stories that shows the stories happened in the past</li> </ul> |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 |
| <b>C2</b>        | <b>Exciting Events!</b><br><i>What have been the big events in my local area?</i><br><b>Focus:</b> Chronology of recent past, asking and answering simple questions and thinking about historical significance using primary sources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>History Detectives</b><br><i>What are the events we remember from long ago in the UK?</i><br><b>Focus:</b> Use of historical interpretations, chronology over a longer period, identifying and writing about change and its causes, use of primary sources. | <b>Significant People</b><br><i>Why do we remember certain people from long ago?</i><br><b>Focus:</b> Chronology over longer timeframe, comparing events, use of primary sources and comparing similarities and differences.                                                    |
| <b>C3</b>        | <b>Brilliant Builders!</b><br><i>Who were Britain's first builders?</i><br><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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Ancient Egyptians</b><br><i>Why did the Egyptians build pyramids?</i><br><b>Focus:</b> Chronology, key features and individuals of ancient civilisation, consequences, significance (legacy), use of primary sources and written interpretations.           | <b>Hadrian's Wall</b><br><i>Why did Hadrian build a wall?</i><br><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). |
| <b>C4</b>        | <b>World War</b><br><i>What's in a name?</i><br><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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Vikings</b><br><i>Were the Vikings really vicious?</i><br><b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.                                                                        | <b>From the Colosseum to Mario</b><br><i>How has having fun changed?</i><br><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.          |