

Lanercost Church of England Primary School

Care Believe Achieve

History Long Term Plan -KS2 - Year A				Care Believe Achieve		
Lower KS2				Upper KS2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Stone Age to Iron Age	Rome and its Impact on Britain		Study the Maya civilisation and compare to the Anglo-Saxons c. AD 900	Windrush Generation	Ancient Greece - a study of Greek life and achievements and their influence on the western world - (Place in time)
National Curriculum	Changes in Britain from the Stone Age to the Iron Age KNOWLEDGE/ COMMUNITY/ POWER	The Roman Empire and its impact on Britain POWER/INVASION/CIVILISATION		A non-European society that provides contrasts with British history KNOWLEDGE/ POWER/ CIVILISATION	An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 COMMUNITY/ DEMOCRACY/ POWER	Ancient Greece - a study of Greek life and achievements and their influence on the western world CIVILISATION/ KNOWLEDGE/ DEMOCRACY/ POWER
In these topics, children will develop an understanding of the different concepts by:						
Progression Statements	Knowledge <ul style="list-style-type: none">knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weaponsknowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britainknowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items	Power <ul style="list-style-type: none">knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romansknowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain		Knowledge <ul style="list-style-type: none">knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons.knowing and explaining how knowledge of technology, maths and building helped shaped civilisations.knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations	Community <ul style="list-style-type: none">knowing and explaining how communities and localities change through studying the 'friendly invasion'knowing how religion, culture and beliefs shaped community, e.g. in London when the Windrush pioneers arrivedknowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrushknowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration	Civilisation <ul style="list-style-type: none">knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things,knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling

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<p>Community</p> <ul style="list-style-type: none"> • knowing and explaining how communities change through studying the Stone Age – Iron Age • knowing and explaining how technology and knowledge changed the way prehistoric people lived • knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans • knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey 	<p>Invasion</p> <ul style="list-style-type: none"> • knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain • knowing and explaining what caused leaders to invade other places, such as wanting to get better resources • knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation • knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 	<p>Power</p> <ul style="list-style-type: none"> • knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city states or civilisations stable and better places to live, such as writing and number systems invented by the Maya. • knowing and explaining that the power to build great buildings, such as the Maya pyramids, brought people together through a shared belief. Knowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence 	<p>Democracy</p> <ul style="list-style-type: none"> • knowing and explaining about hierarchies within communities and kingdoms. • knowing and explaining how the Windrush generation fought for their democratic rights to live in the UK 	<p>Knowledge</p> <ul style="list-style-type: none"> • knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons • knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations
<p>Power</p> <ul style="list-style-type: none"> • knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, • Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence 	<p>Civilisation</p> <ul style="list-style-type: none"> • knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain • knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome • knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome 	<p>Civilisation</p> <ul style="list-style-type: none"> • knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, • knowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece 	<p>Power</p> <ul style="list-style-type: none"> • Knowing and understanding about the power to share and enhance culture and the arts. • Knowing and understanding about people having power over others because of their ethnicity or colour of their skin. 	<p>Democracy</p> <ul style="list-style-type: none"> • knowing and explaining how different kings and queens ruled and controlled power, such as early democracy in Athens • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as Sparta

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History Long Term Plan - KS2 - Year B						
	Lower KS2			Upper KS2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Ancient Egyptians	Britain's settlement by Anglo Saxons and Scots	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The Battle of Britain - link with RAF SpadeAdam	Study Five Significant Monarchs	Ancient Greece - a study of Greek life and achievements and their influence on the western world - (Myths, Legends, Culture)
National Curriculum	<i>The achievements of the earliest civilizations - ... a depth study of Ancient Egypt</i> <i>CIVILISATION/ KNOWLEDGE/ POWER/ INVASION</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i> <i>INVASION/ POWER/ COMMUNITY</i>	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <i>INVASION/ POWER/ COMMUNITY</i>	<i>A local History study</i> <i>POWER/ INVASION/ COMMUNITY</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <i>POWER/ INVASION/ DEMOCRACY</i>	<i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i> <i>CIVILISATION/ KNOWLEDGE/ DEMOCRACY/ POWER</i>
Concept Progression Statements	Civilisation <ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and 	Invasion <ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin 	Invasion <ul style="list-style-type: none"> knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 	Power <ul style="list-style-type: none"> knowing and explaining about the power to make change. For example, innovating technology. knowing and explaining about the power over another country or its people. 	Power <ul style="list-style-type: none"> knowing and explaining about the power to make change. For example, innovating technology. knowing and explaining about the power over another country or its people. 	Civilisation <ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling

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falling when weak and divided pharaohs led the civilisation					
Knowledge <ul style="list-style-type: none">• knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons.• knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations	Power <ul style="list-style-type: none">• knowing and explaining how power is connected to knowledge, technology and trade• knowing and explaining the reasons why people exerted force and power over others	Power <ul style="list-style-type: none">• knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England	Invasion <ul style="list-style-type: none">• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others• knowing and explaining what caused leaders to invade other places, including to defeat and control enemies• knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy	Invasion <ul style="list-style-type: none">• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others• knowing and explaining what caused leaders to invade other places, including to defeat and control enemies• knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy	Knowledge <ul style="list-style-type: none">• knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons• knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations
Power <ul style="list-style-type: none">• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, e.g. irrigation from the Nile• Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence	Community <ul style="list-style-type: none">• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement• knowing and explaining that buildings and places create communities• knowing and explaining the importance of burials within a community	Community <ul style="list-style-type: none">• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement• knowing and explaining that buildings and places create communities	Community <ul style="list-style-type: none">• knowing and explaining that communities in WW2 faced and overcame adversity in the face of grave danger.• knowing and explaining that the armed forces were a 'community'• knowing and explaining that the brave airmen and women were a community.	Democracy <ul style="list-style-type: none">• knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations.• knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people.	Democracy <ul style="list-style-type: none">• knowing and explaining how different kings and queens ruled and controlled power, such as early democracy in Athens• knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as Sparta
Invasion <ul style="list-style-type: none">• knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for					Power <ul style="list-style-type: none">• knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negatively

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	<p>example, iron ore or tin</p> <ul style="list-style-type: none">• knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation• knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe					
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