

Lanercost Church of England Primary School

Care Believe Achieve

History Long Term Plan -KS2 - Years A and B

	Cycle A			Cycle B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Why was Queen Victoria's reign significant? - focus on changing power of the monarchy	How have Ancient Greek achievements influenced us today? - focus on life and achievements	What impact did the Romans have on our local area? - focus on the invasion of Britain and Hadrian's Wall - empire	What was it like to be a child in WW2? - focus on comparison between then and now	Why was Henry VIII an important historical figure? - Focus on Henry VIII - wives and church	What was it like to live in Anglo-Saxon times? - focus on invasions, settlements and kingdoms: place names and village life
National Curriculum	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> POWER/DEMOCRACY	<i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i> POWER/DEMOCRACY	<i>The Roman Empire and its impact on Britain & local history study</i> INVASION/CIVILISATION	<i>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> COMMUNITY/ KNOWLEDGE	<i>A local history study - link Catherine Howard - Howards at Naworth Castle</i> POWER	<i>Britain's settlement by Anglo-Saxons and Scots</i> INVASION/ POWER
Class 3 and 4 Progression Statements	Historical Knowledge <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the concept of monarchy 	Historical Knowledge <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the significance of the Ancient Greek achievements. 	Historical Knowledge <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the significance of the Roman Empire and make local links. 	Historical Knowledge <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the importance of the events of the Second World War and how this has impacted our lives today. 	Historical Knowledge <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the link between the Church of England and Henry VIII and the significance of his actions. 	Historical Knowledge <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand how people in England lived before 1066
	History Concepts <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. 	History Concepts <ul style="list-style-type: none"> Address and devise historically valid questions about significance. Understand how our knowledge of the past is 	History Concepts <ul style="list-style-type: none"> Address and devise historically valid questions about change or significance. 	History Concepts <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. 	History Concepts <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. 	History Concepts <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference.

Lanercost Church of England Primary School

Care Believe Achieve

<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<p>constructed from a range of sources.</p> <ul style="list-style-type: none"> • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history.
<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence.

Lanercost Church of England Primary School

Care Believe Achieve

History Long Term Plan - KS2 - Years C and D

	Cycle C			Cycle D		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	<p>Would you like to live in the Stone Age, Bronze Age or Iron Age?</p> <p>- Focus on change in settlements</p>	<p>How does Early Islamic Civilisation compare with British history?</p> <p>- Focus on Bagdad AD 900</p>	<p>How far did the Roman Empire reach?</p> <p>- focus on empire and achievements</p>	<p>How did the Titanic's sinking impact on our lives today?</p> <p>- focus on events of sinking, change in maritime safety and impact on our lives today</p> <p>- local link Joseph Bell</p>	<p>Which achievements of the Ancient Egyptians are still important today?</p> <p>- focus on significant achievements, writing, pyramids, burials, irrigation</p>	<p>Would you rather be a Viking or an Anglo-Saxon?</p> <p>- focus on Viking raids and invasion and Danegeld</p>
National Curriculum	<p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p>KNOWLEDGE/ COMMUNITY</p>	<p><i>A non-European society that provides contrasts with British history - ... a study of Bagdad c. AD 900</i></p> <p>CIVILISATION/ KNOWLEDGE</p>	<p><i>The Roman Empire and its impact on Britain</i></p> <p>INVASION/ POWER</p>	<p><i>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>COMMUNITY/ KNOWLEDGE</p>	<p><i>The achievements of the earliest civilizations - ... a depth study of Ancient Egypt</i></p> <p>CIVILISATION/ POWER</p>	<p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>INVASION/ POWER</p>
Class 3 and 4 Progression Statements	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand how the earliest people lived in Britain. Understand the term prehistory. 	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of world history. Establish clear narratives within and across the periods they study. Understand the significance of the achievements of an early civilisation. Understand the concept of civilisation. 	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the significance of the Roman Empire and make local links. 	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand the importance of the events of the sinking of the Titanic and how this has impacted our lives today. 	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of world history. Establish clear narratives within and across the periods they study. Understand the significance of the achievements of an early civilisation. Understand the concept of civilisation. 	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British and local history. Establish clear narratives within and across the periods they study. Understand how people in England lived before 1066 and the changes that occurred.
	<p>History Concepts</p> <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. 	<p>History Concepts</p> <ul style="list-style-type: none"> Address and devise historically valid questions about significance. 	<p>History Concepts</p> <ul style="list-style-type: none"> Address and devise historically valid questions about change or significance. 	<p>History Concepts</p> <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. 	<p>History Concepts</p> <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. 	<p>History Concepts</p> <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference.

Lanercost Church of England Primary School

Care Believe Achieve

<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. • Understand the reasons for differing accounts in history. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Explain the significance of causes and consequences for key events/ actions and developments.
<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Develop appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of evidence.