

Hesleden Primary School – Long Term Plan for History – Cycle A [21-22]

	Autumn	Spring	Summer
C1/EY	ELG: Past and Present Children at the expected level of development will: <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
C2	Special Places (HPS's 90th anniversary) <i>Why are some places special?</i> Focus: Chronology (sequence) of own lives, knowledge of very recent past, use of common words, asking and answering simple questions (member/s of community), thinking about historical significance and using primary sources e.g. photographs of Hesleden's headteachers, buildings & headteacher's log. Find out what was on grounds before school was built.	Toys <i>All change?</i> Focus: Use of primary sources, chronology over a longer period, identifying and writing about change and its causes, use of primary sources, building on from previous unit of work; knowledge of past within living memory and beyond. Consider which toys grandparents & parents played with and how toys have changed over time.	Fantastic Firsts <i>Whose invention made the greatest difference?</i> Focus: Chronology over longer timeframe, comparing events, use of primary sources and comparing similarities and differences. Focusing on local inventors and they have impacted nationally and globally. <i>Possible suggestions:</i> George Stephenson, William Wouldhave & Joseph Swan.
C3	Local Study (HPS's 90th anniversary) <i>Was life the same for everyone ninety years ago?</i> Focus: Hesleden vs wider community (national and internationally), what else was happening when school was built and thereafter. Local, national and international impact of significant events through the decades. Aspect or theme 1066. <i>Building on</i> prior knowledge securing chronological depth in the 20 th century – expanding into new areas.	Stone Age to Iron Age <i>How did daily life change as people started to use bronze and iron instead of stone?</i> Focus: 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. Children who have covered ancient civilisations: <i>gauge prior knowledge</i> to make meaningful links. Consider: Stonehenge and Skara Brae (link to Digimaps).	Ancient China <i>What can we find out about daily life during the Shang Dynasty?</i> Focus: Society, chronology, key features and individuals of ancient civilisation, consequences, significance (legacy), use of primary sources and use of written interpretations. This unit of work will <i>allow children to make direct comparisons</i> with another ancient civilisation previously studied which will develop a sense of concurrence of civilisations across the world.

C4	<p>Children through time (HPS's 90th anniversary)</p> <p><i>Has life got better for children in Britain?</i></p> <p>Focus: 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. Acts of Parliament and how these impacted children's lives for better or worse (mortality rates and their causes). <i>Refer to school's behaviour logbook; make comparisons, how did recent entries compare to older entries etc.</i></p>	<p>Migration and Invasion</p> <p><i>How was Britain changed by the arrival of new groups of people?</i></p> <p>Focus: Romans, Anglo-Saxons and Vikings (local study), chronology and key features, making a supported judgement, cause and effect, changes and continuity, use of primary sources to test an interpretation. Children have <i>partially</i> completed work on the Vikings – <i>build on prior knowledge:</i> use as assessment opportunity to gauge starting point. Use of working walls & books to recall previous learning to make connections.</p>	<p>The Battle of Britain</p> <p><i>Why do we remember the Battle of Britain?</i></p> <p>Focus: 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. Scope to touch on evacuation of children (link to Children through time) - propaganda and reliability of sources. Impact locally, nationally and globally.</p>
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