



Toft Hill Primary School: History Long Term Plan

Year	Autumn	Spring	Summer
1	<p>I'm making history! Key question: How do I find out about me? NC: changes within living memory Focus: my timeline, family history, Christmas Key learning: chronology (sequence), use of common time vocabulary, knowledge of recent past, asking & answering simple questions.</p>	<p>History detectives- spot the differences! Key question: How does my childhood compare to that of my parents and grandparents? NC: changes within living memory, places in locality Focus: school, homes, village Key learning: use of primary sources, comparing to find similarity & difference, chronology, beginning to explain change & continuity</p>	<p>Key question: Who helped make History? NC: Significant individuals in the past, local significant individuals. Focus: homes, rural life and clothing. Key learning: Use historical interpretations, chronology over a longer period, thinking about historical significance.</p>
2	<p>Fantastic Firsts! NC: inventions of national/ global significance beyond living memory Focus: Shildon and the birth of the railways, George Stephenson, Timothy Hackworth Key learning: Historical significance, primary sources, historical enquiry</p>	<p>Why was the Great Fire of London significant? NC: events beyond living memory that are significant nationally and globally Focus: sequence of events that led to the Great Fire of London Key learning: : chronology over longer timeframe, comparing events, writing about significance, causation</p>	<p>Key question: How have holidays changed? NC: Changes within living memory and beyond. Significant places in our locality. Focus: compare holidays from different eras Key learning: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources.</p>
3	<p>Stone Age to Iron Age NC: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements Key learning: chronology (sequence & duration), change over time, using artefacts as primary sources, awareness of representations.</p>	<p>Key question: Why did the Ancient Egyptians build pyramids? NC: Achievements of earliest civilisations – Ancient Egypt. Focus: achievements, buildings, leaders, creativity and technology. Key learning: key features of early civilisation, chronology, causation, use of primary sources.</p>	
4	<p>Why did the Romans march through County Durham? NC: Local history study Focus: key features of Roman army and British campaign Key learning: chronology, causation and consequence, using information texts and representations of the past (reconstructions, artists' views, built models), using primary sources.</p>	<p>Key question: What was daily life like for the Romans? NC: The Roman Empire and its impact on Britain. Focus: Use primary sources to investigate the impact and influence the Roman's had on daily life in Britain. Key learning: key features of a global empire, chronology (duration), similarities and difference of experiences within the period (rich/poor, men/women/child, slave/free) and use of primary sources.</p>	<p>Key question: What happened when the Romans left Britain? NC: Britain's settlement by the Anglo-Saxon and Scots. Focus: Understand the change of rulers / rules. Key learning: Key features of Anglo Saxon Britain, chronology, consequences and significance. Use of information texts and historian's interpretations.</p>
5	<p>Were the Vikings really vicious? NC: the Viking and Anglo Saxon struggle for England to 1066 Focus: handling historical interpretations and use of primary sources to support inference. Key learning: chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p>Key question: How have the Greeks shaped my world? NC: Ancient Greece; achievements and influence Focus: Impact Ancient Greeks had when looking at the way we live today (democracy / legacy) Key learning: chronology, key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources and use of written interpretations.</p>	
6	<p>Why did Shildon's population rapidly grow in the 19th Century? NC: Local history study Focus: impact of the Stockton & Darlington railway on the development of Shildon and the growth in population Key learning: use of historical local environment to further enquiry skills, causation, develop chronological range and use of primary sources such as maps, census, buildings and photographs.</p>		<p>Key question: Did the Battle of Britain affect our community? NC: Local history unit Focus: Investigate how the Battle of Britain affected a local family / community. Key learning: Chronological security, use of primary sources, similarity and difference of experience at a point in the past</p>