



# Durham Gilesgate Primary School

## History Planning



	Autumn	Spring	Summer
KS1	<b>The KS1 planning has a focus on the recent past before moving into the more distant past, comparisons and significance</b>		
Y1/2 Cycle A	<b>I'm making History!</b> <b>NC ref: changes within living memory</b> <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.	<b>History detectives – spot the differences!</b> <b>NC Ref:</b> changes within and beyond living memory, objects/features/ events <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.	<b>Why are some places special?</b> <b>NC ref:</b> Significant places in own locality <b>Focus:</b> Thinking about historical significance, using primary sources.
Y1/2 Cycle B	<b>Who has helped make History?</b> <b>NC ref:</b> Significant individuals in the past in their own locality, local significant individuals <b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.	<b>Fantastic Firsts</b> <b>NC ref:</b> events beyond living memory that are significant globally or nationally <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.	<b>All change? Holidays now and then</b> <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality. <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources
KS2	Autumn	Spring	Summer

	<b>The Ancient World</b>	<b>Empires and legacy</b>	<b>Invaders and settlers</b>
Y3/4 Cycle A	<p><b>Who were Britain's first builders?</b>  <b>NC ref:</b> Changes in Britain Stone Age to Iron Age  <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, awareness of representations.</p>	<p><b>How have the Greeks shaped my world?</b>  <b>NC Ref:</b> Ancient Greece; achievements and influence  <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p><b>Who invaded Britain?</b>  <b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots  <b>Focus:</b> Overview of the migration of people to the UK, invasion and settlement by Romans in brief as an overview, Scots invasions, Anglo Saxon invasions, settlements and kingdoms. Chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
Y3/4 Cycle B	<p><b>What can we discover about daily life for the first Britons?</b>  <b>NC Stone Age to Iron Age</b>  <b>Focus:</b> daily life, changes on a timeline, hunter to gatherer to farmer. Changes to tools and pots. Case study of Amesbury Archer.</p>	<p><b>Why did the Greeks go to war?</b>  <b>NC Ref:</b> Ancient Greece  <b>Focus:</b> empire, conflict, trade, chronology and links across different parts of the world. The battles for Greece and the campaigns of Alexander the Great.</p>	<p><b>How did Anglo Saxon settlers change Britain?</b>  <b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots  <b>Focus:</b> Anglo Saxon Art and culture, farming and technology, Christian conversion, leaders and rules. Focus on change.</p>
Y4/5 Cycle A	<p><b>What were the achievements of the Shang dynasty?</b>  <b>NC reference:</b> Achievements of earliest civilisations  <b>Focus:</b> key features of early civilisation, chronology (sequence, duration and contemporaneous</p>	<p><b>How did the Romans build an Empire?</b>  <b>NC reference: The Roman Empire</b>  <b>Focus:</b> the growth of the Roman Empire, the power of the army, causation and key features. Wider world links.</p>	<p><b>Who were the Vikings?</b>  <b>School designed unit – historic environment enquiry</b>  <b>NC Ref:</b> Local History unit – signs of invasion in Durham.  . Lindisfarne and Cathedral.</p>

	development) causation, use of primary sources (supported inferences, utility)		<b>Focus:</b> Chronological security, key features of an era, use of primary sources, local history and its links to the national story
Y4/5 Cycle B	<b>Why did the Ancient Egyptians build pyramids?</b> <b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt. Focus on beliefs, rulers and use of primary sources and looking at historians' different ideas about the pyramids.	<b>Why did the Romans march through County Durham?</b> <b>NC ref:</b> A Local history study Focus: Key features of Roman Britain, buildings etc army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built	<b>Were the Vikings vicious?</b> <b>NC Ref:</b> The Viking and Anglo-Saxon struggle for England to 1066 <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation
	<b>Autumn</b> <b>A contrasting non- European society</b>	<b>Spring</b> <b>Aspect or theme since 1066</b>	<b>Summer</b> <b>Local History Unit</b>
Year 6 Cycle A	<b>Who was making history in faraway places in the year 1000?*</b> <b>Benin</b> <b>NC ref:</b> non- European society. <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.	<b>Having fun in the UK</b> <b>What has changed since the Romans left?</b> <b>Explain/ analyse second order concepts</b> – this unit has a strong focus on the concepts of change / continuity and similarity/ difference. <b>Primary source use</b> - ask questions about sources, suggest new lines of enquiry and make supported inference.	<b>What's in a name?</b> <b>NC Ref:</b> Local History unit – WW1 war memorials <b>Focus:</b> Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past
Year 6 Cycle B	<b>Who was making history in faraway places in the year 1000?</b> <b>Mayan</b>	<b>Has life got better for children in Britain?</b>	<b>Who was Tommy Armstrong?</b> <b>Historical knowledge</b> – To know key features of the village (local

	<p><b>NC ref:</b> non - European society  <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations. models)</p>	<p><b>NC ref:</b> Aspect or theme since 1066 (Changing life for children).  <b>Focus:</b> 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</p>	<p>historic environment) in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community and examine the key features of an event (mining disaster). To develop understanding of similarities and differences over time. To develop understanding of change over time.</p>
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