



# Greatham C of E Primary School

## History Long Term Plan



A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Map A	<b>Class 1</b>	Autumn all Around Us	It’s Cold Outside	It’s a Kind of Magic	Once Upon a Time	Coast to Coast	What a wonderful world
	concept	Change and continuity	Similarity and difference	Similarity and difference	Similarity and difference	Historical significance	Change and continuity
		Photos of summer/autumn	Clothing for the time of year	How has transport changed?	How have household items changed over time	Who was Grace Darling?	How does a butterfly grow?
	<b>Class 2</b>	My Local Area Perspective: Social	Transport Perspective: Technological <i>How have cars changed in the last 100 years?</i>	Kenya	Toys and games Perspective: social <i>How have toys changed since our grandparents were children?</i>	Captain Cook Perspective: Economic <i>Why did Captain Cook explore the world?</i>	Seaside
	concept	Location and Place	Sources of evidence	Location and Place/ Change	Similarity and difference	Historical significance	Change / Cause and Effect
		Geography of school map making / questionnaire to improve	The invention and evolution of cars over the last 100 years	Weather forecast – comparing data	How toys have changed over time	Voyages of Captain Cook	Coastal Visit Annotate photographs Observational drawing
	<b>Class 3</b>	Romans Perspective: Political <i>Were the Romans a force for good?</i>	Vikings Perspective: Political <i>Why did the Vikings invade?</i>	Extreme Earth		Whitby	Ancient Egypt Perspective: Cultural <i>How did the Egyptians live?</i>
	concept	Cause/Continuity and change/interpretation	Cause/sources of evidence	Cause and effect / Location and Place		Location and Place	Sources of evidence
		How Britain changed during Roman times	What was life like under the Vikings?			Coastal Visit / Landscape	Who were the Ancient Egyptians?



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	<b>Class 4</b>	WWI Perspective: Political <i>What was life like for the British troops in WWI?</i>	WWII Perspective: Social <i>What was life like for the British people in WWII?</i>	The Americas: History of the Maya Perspective: Cultural <i>Did the Maya really disappear?</i>	Physical and Human Geography of the Americas	Titanic Perspective: Economic <i>Why did Titanic sink?</i>	Use of resources around the world (Power)
	concept	Cause/sources of evidence	Historical interpretations/cause	Sources of evidence	Cause and Effect	Sources of evidence/significance	Planning and Decision Making
		What caused WWI? What was the effect?	What was life in Britain like during WWII?	The Maya as a Stone Age people	Investigate environmental issues	Worldwide changes in the 1910s	Power station visit

Curriculum Map B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Class 1</b>	All Creatures Great and Small	Come and Join the Celebration	Dinosaur Explorers	If You Go Down to the Woods	It's Time for a Change	Planet Earth
	concept	Continuity and change	Similarity and difference	Sources of evidence	Continuity and change	Continuity and change	Significance
		How do animals and children change?	Celebrations throughout the year	What do fossils tell us?	How does a tree change over time?	Timeline of children's lives	The Moon landing
	<b>Class 2</b>	China	Great Fire of London Perspective: Technological <i>Why did the Great Fire spread so fast?</i>	History of Greatham School Perspective: Social <i>What was Greatham School like in the past?</i>	Food and Farming	Kings and Queens Perspective: Political <i>How did QEII unite the Commonwealth? How did life change in Britain during the reign of QEII?</i>	The World
	concept	Location and Place	Significance/evidence	Sources of evidence	Planning and Decision Making	Significance/change	Location and Place
			Impact of the fire and resulting changes	What evidence tells us about Greatham in the past	Farm visit – photographs to use	Looking at significant monarchs (QEII 2022)	
<b>Class 3</b>	Victorians Perspective: Social <i>How does the Victorian era impact life today?</i>	Entertainment in the 20 <sup>th</sup> century Perspective: Technological	Rainforests	Chocolate	Stone Age Perspective: Cultural	All around the world <b>add a lesson on the geography of Europe</b>	

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			<i>How has entertainment changed in the last century?</i>			<i>What does evidence tell us about the Stone Age?</i>	
concept	significance/change	change	Planning and decision making		Sources of evidence	Location and Place	
	Changes to Britain during Victoria's reign	How entertainment has changed			What was it like in the Stone Age?		
<b>Class 4</b>	Ancient Greece Perspective: Cultural	Modern Greece <i>add a lesson on the political vs physical geography of Europe</i>	Coasts and Rivers	History of Hartlepool Perspective: technological	Mountains	The Great Outdoors	
concept	Significance/ Sources of evidence	Location and Place / Change	Change	Interpretation/cause and consequence	Location and Place	Planning and Decision Making	
	How Ancient Greece influences life today <i>How do the Ancient Greeks influence our lives today?</i>		River visit drawing and labelling	The founding of West Hartlepool <i>Why were there two Hartlepoons?</i>	Photographs Landscape drawing	Paper copies of OS maps to plot a safe walk for whole class / family	



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Each history topic is taught from one of these main **perspectives**: cultural, social, technological, political or economic.

Identifying these perspectives ensures that children gain a better understanding of the settings that shaped people's lives and actions in the past. It helps to focus the scope of historical enquiry and ensure that there is a theme running through a unit of work.

Within the History topics throughout school, recurring ideas, or '**threads** of knowledge' run through the curriculum – the topics are the vehicles for placing the threads in context.

Where appropriate within each topic, pupils develop their knowledge and understanding of the threads of knowledge.

**Our threads are as follows...**

	Class 2	Class 3	Class 4
<b>education</b>	History of Greatham School	Victorians	Ancient Greece
<b>empire</b>	Captain Cook Kings and Queens	Victorians Romans Ancient Egypt	Ancient Greece; The Maya; WWI/WWII
<b>leisure /entertainment</b>	Toys and Games	Victorians Entertainment through the ages	Titanic
<b>invaders and settlers</b>	Captain Cook	Romans Anglo-Saxons Vikings	The Maya WWI/WWII
<b>democracy</b>	Kings and Queens	Victorians Romans	Ancient Greece
<b>rulers</b>	Great Fire of London Kings and Queens	Victorians	Ancient Greece The Maya WWI/WWII
<b>migration</b>			Titanic History of Hartlepool

By carefully mapping these threads across our topics and revisiting them in different sequences of learning, we will help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history. These threads are revisited over time and add to the cohesiveness of our curriculum as the children progress through their primary education.

**Curriculum concepts:**

- Cause and Consequence
- Continuity and Change
- Historical Significance
- Historical Perspectives
- Interpretations of the Past

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