

History Long Term Plan KS2

Overview	Autumn	Spring	Summer
<p><b>Year 3</b></p>	<p><b>Awesome Egyptians</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p><b>Rotten Romans</b></p> <p>The Roman Empire and its impact on Britain</p>	<p><b>Blitzed Britain (WW2)</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
<p><b>Year 4</b></p>	<p><b>The Prehistoric World</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Anglo-Saxons and Scots</b></p> <p>Britain’s settlement by Anglo-Saxons and Scots</p>	<p><b>The Wild West</b></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>
<p><b>Year 5</b></p>	<p><b>Victorian Children</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>A local study</p>	<p><b>Terrible Tudors</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p><b>The Vikings</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

Historical enquiry takes place across all years, Upper KS2 we explore deeper cultural capital concepts, in readiness for Secondary. *They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.*

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<p><b>Year 6</b></p>	<p><b>Emancipation Black History Month (including the Atlantic Slave Trade)</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p><b>Ancient Greece</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>It's OK to be different</b> (including the changing role of women)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p><b>End of KS2</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>The Roman Empire and its impact on Britain</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>A local history study</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</b></p>