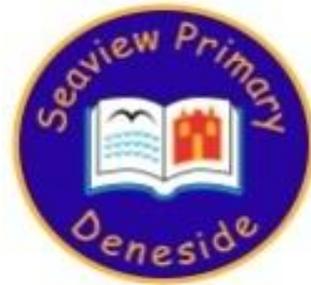


History Long Term Plan



Year One & Year Two

History Long Term Plan



Key Stage One

<i>Year One Autumn/Spring</i>	<i>'I'm Making History!'</i>	
	Question	Focus/Teaching
Lesson 1	How long have I been here?	Establish how many years pupils have been alive Discuss how long they have been at school (photos from the first weeks/key events from term at school can be used to prompt memory and recall) Look at children's baby photos <i>Start simple 5 year timeline (this will be added to)</i>
Lesson 2	What are my special memories?	Christmas? Birthdays? Toys? Babies? Could children collect things to make an individual memory box? How long ago were these memories? <i>Add these memories to the basic timeline started in lesson 1</i>
Lesson 3	How have I changed?	Comparing photos (from home and school) <i>Add these changes to the basic timeline from lessons 1 & 2</i>
Lesson 4	What do people remember about me?	Oral history collection – children to ask adults at home what they remember about them as they were growing up. Ask reception/nursery teachers about what they were like
Lesson 5	What has been happening in the world since I was born?	World special events since year of birth (e.g. Tim Peake, Coronation Anniversary, Queen's birthday) Look at one or two in more detail – what happened?, who was involved?, why was it special? <i>Add these to the basic timeline from lesson 1, 2 and 3</i>

History Long Term Plan



Key Stage One

Year Two Autumn	'Investigating Special Places'	
	Question	Focus/Teaching
Lesson 1	Why is Durham famous?	<p>Key features of Durham – city, university, river, castle, cathedral Label aerial photograph of the peninsular Look at photographs of the cathedral – what questions do they have? How could we find the answers? Introduce class to idea that they live near a world famous place that thousands of people visit every year</p>
Lesson 2	When was Durham Cathedral built?	<p>Timeline and chronology to stretch back to 1000 – use Lego (or blocks) to build up the centuries then add labels/other events/people Add to class timetable Key historical terms – years, decades, centuries Children need simple timeline for their books</p>
Lesson 3	Why was Durham Cathedral built?	<p>Introduce idea of causes – the reasons people do things. Look at clues from the building, what was it for? Photos of key features of the cathedral internal/external/a cross/tower/altar/Galilee Chapel paintings/stained glass window/cloister/monk's dormitory</p>
Lesson 4	Educational Visit to Durham Cathedral	<p>Tell cathedral education team you are investigating why the cathedral was built where it was and what the cathedral is used for now – make site investigation sheets</p>
Lesson 5	What would I include in my own sketch of my favourite part of Durham Cathedral?	<p>Children will understand that sketches/photos and paintings are deliberately decided. Pupils choose what to include and leave out. Pupils write the list of what they are going to include and say why. <i>(Sketch produced would not be part of the history lesson)</i></p>

History Long Term Plan



Key Stage One

Year Two Spring	'Fantastic Firsts!'	
	Question	Focus/Teaching
Lesson 1	What have been the most important inventions and discoveries?	Discussions and questioning of pupil existing knowledge When do they think these things happened? (<i>First Man on the moon, First aircraft flight, First mobile phone, First car, First woman MP, First pupil at Seaview school, First Cadbury's dairy milk, First Lego mini figure, First talking picture, First computer</i>) Can they suggest an order of their inventions/discoveries and why? Show some photographs of other inventions/ discoveries
Lesson 2	When did some amazing events happen?	Sorting and sequencing of events – possibly 6 or 8 so that pupils can work in groups Use basic information cards to allow sequencing <i>Add these inventions/discoveries dates and key information to class timeline</i>
Lesson 3	Who were the first pupils at Seaview Primary School?	Use the school log book or old photographs to investigate who were the first pupils of the school – use of contemporary sources
Lesson 4	What can I discover about the first ever flight?	The Wright Brothers – why was this so ground breaking? How did people travel before this? Look for similarities and differences between the Wright Flyer and modern aeroplanes. What impact does this invention have on our lives today?
Lesson 5	What happened when the first man walked on the moon?	Contemporary source – Armstrong's speech and film
Lesson 6	How did the mobile phone change our world?	Look at and discuss old telephones. What was life like before phones? Discuss the consequences of the invention for communication, games, photos etc.

History Long Term Plan



Key Stage One

Year One/Two Summer – Year A	'Who has helped make History?'	
	Question	Focus/Teaching
Lesson 1	How many special people from the past do we know? Why were they special?	Recall and name people the children already know from the past Distinguish between present and past individuals Show some pictures (e.g. faces on bank notes, statues, portraits) Monarchs, inventors, heroes, writers, musicians, artists Give each group 3 individual fact cards. Pupils to decide which category the person belongs to and to decide if they belong to the past or the present.
Lesson 2	Who has been making history recently? (Tim Peake)	Tim Peake When, what, why is he special?
Lesson 3	How has Queen Elizabeth II made history?	Timeline of key events/times for Queen Elizabeth II Use of contemporary sources Key historical terms – monarch, years, decades
Lesson 4	Why do we remember Grace Darling?	Writing opportunity – key features of the rescue event (not a diary or empathy)
Lesson 5	What is different about Grace Darling and Queen Elizabeth II?	Comparison of the two women – clothes/transport/wealth/jobs

History Long Term Plan



Key Stage One

Year One/Two Summer – Year B	<i>'All Change? Holidays from the Past'</i>	
	Question	Focus/Teaching
Lesson 1	What makes the perfect holiday?	Key features of a holiday – places, transport, clothes, activities, foods, people Do children think holidays were always like this? Children's ideas should be recorded around the key themes - consolidate the idea of looking at key categories.
Lesson 2	What were holidays like in the 1950's?	<i>Revisit the timeline to establish decade of 1950's</i> Key features of the 1950's British seaside holiday – transport, destinations (UK map), clothes, activities etc. Reading information texts – Reading Detective activity? Interviewing someone about their childhood holidays Using photographs of local seaside holiday destinations (e.g. Seaham or Horden)
Lesson 3	What were holidays like in the 1950's?	How are my holidays similar/different to the 1950's holidays? Venn diagram activity or fill in a table looking at transport etc Children to use this an opportunity to produce some quality comparative writing
Lesson 4	What did the Victorians do on holiday?	<i>Revisit class timeline to place the Victorian period</i> Use series of photographs to find the key features of a Victorian seaside holiday Any local evidence? - photo inference Children to complete a key features table using the information gained from the sources Write a description of one aspect of a Victorian seaside holiday (<i>Historical not Literacy</i>)

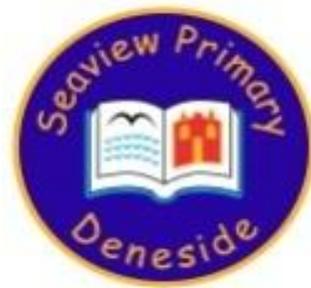
History Long Term Plan



Key Stage One

Lesson 5	What did the Victorians do on holiday?	How did holidays change between 1900 and 1950? Why was that? Did anything stay the same?
Lesson 6	What should be on the new 'Holidays from the Past' Museum poster?	<p>Introduce the idea that there is going to be a new museum all about the history of holidays built nearby. They have to decide which images will be on the big poster to advertise the new museum.</p> <p>The important part of this activity is the children deciding what images to include on the poster and why they are the most important images. Provide lots of images from the study of the history of the seaside holiday so that the children can choose what to include. Set parameters that they can only choose 4.</p> <p>Talk about what they are leaving out as well as what has been chosen.</p> <p>Children to stick the 4 pictures they have chosen into their books and write answers to structured questions - what have they chosen and why? What message are they giving about the museum? What have they left out? Pupils begin to see that the way the past is represented is a deliberate choice and that things are often left out.</p> <p>(Can design a poster as an additional activity – but this will not be history)</p>

History Long Term Plan



Year Three & Year Four
Year A

History Long Term Plan



Key Stage Two

Year Three/Year Four Autumn – Year A	Who were Britain's First Builders?	
	Question	Focus/Teaching
Lesson 1	What are Britain's most amazing buildings?	Sequencing activity to build a timeline from earliest buildings to 21 st century (Buildings from the millennia – see chronological list of iconic buildings) Photopack and add dates Start thinking about names of the time periods What questions do the children have about the oldest and the newest buildings? Pupils to sequence a very long timeline covering 8000BC to 21 st century to explore difference between centuries, millennia and BC/AD
Lesson 2	What do we know about the first people in Britain?	Using artefacts to make supported deductions about the lives of the earliest people of these islands (Stone Age – Neolithic (new Stone Age) Photopack of artefacts (use Internet) Children should be making supported inferences and assertions.
Lesson 3	What was the mystery buried in the sand?	Discovery of Skarea Brae and what we can work out from it's buildings (see materials from Skarea Brae website) What was built? What was it built from? What can we work out about the technology? What more do we want to know? How might we find out? Children to describe key features of the site. Children to pose their own questions and suggest where they might find answers.

History Long Term Plan



Key Stage Two

Lesson 4 & 5	Why was Stonehenge built?	Discuss with children that as this was built so long ago, the facts surrounding why Stonehenge was built are sparse. Why could this be? Explain that there are 3 main strands as to why Stonehenge was built – Archaeologist viewpoint (based on archaeology digs to find evidence), Archaeoastronomers viewpoint (stones at Stonehenge are precisely sited and correlate to significant events of the planets orbit) and the New Age Viewpoint (spiritual). Spend time presenting each strand and consider reasons as to why people may choose to agree with one of the viewpoints. Could children be split into 3 teams to research each viewpoint and present their evidence in the form a debate?
Lesson 6	What have we discovered about Britain's first builders?	Recall about time, place, technology and motivation of earliest builders in Britain. Pupils to plan a piece of writing to explain what they have discovered about the very earliest builders in this country. Supported descriptions. Use of historical knowledge and factual evidence in writing. (<i>Historical focus not Literacy</i>).

History Long Term Plan



Key Stage Two

Why did the Egyptians build pyramids?

Year Three/Year Four Spring – Year A	Why did the Egyptians build pyramids?	
	Question	Focus/Teaching
Lesson 1	What do we already know about the Ancient Egyptians?	Establish what existing knowledge the children have. What questions do the children have? Move onto when and where they lived – use timeline and map
Lesson 2	What clues have the Egyptians left behind about their lives?	Use an artefacts to look at key features of Egyptian life Supported inference key features of aspects of life – rulers, living in cities, war, beliefs, Use colour photocopies/fact pack from Egyptians text book Children to write a description of key features (<i>historical not Literacy based</i>)
Lesson 3	Why did the Egyptians build pyramids?	Look at a pyramid and look at external and internal photos. What do they think might have caused such amazing building? Thinking about rulers, religion and after life. Look at Manchester Children’s Museum – good website Children to produce a piece of developed writing – why did the Egyptian build pyramids? Emphasis on causation (<i>historical not Literacy based</i>)
Lesson 4	What was at the heart of a pyramid?	Mummy investigation Looking at sarcophagus, mummification, and famous examples Look at mummifying banana/Internet videos
Lesson 5	Educational Visit to Durham Oriental Museum	Ask for workshop and time to explore the Egypt exhibitions
Lesson 6	Investigate King Tutankhamun’s Tomb	Who was he? Who discovered his tomb? Look at Howard Carter’s telegram to Carnarvon asking him to come to Egypt. What did they uncover? Steps, Corridor, Antechamber, Annex, Burial Chamber, Treasury, Why did they discover lots of items? Could discuss Mummy’s Curse.

History Long Term Plan



Key Stage Two

How have the Ancient Greeks shaped my world?

Year Three/Year Four Summer – Year A	How have the Ancient Greeks shaped my world?	
	Question	Focus/Teaching
Lesson 1	Where and when did the Ancient Greeks live?	Map location of Ancient Greece and the known world at the time Locating the Greeks on a timeline – noting relationship to other major civilisations Egyptians/Romans Discuss what was going on in the UK around this time Explore a simple timeline of Ancient Greece itself – what events seem to stand out?
Lesson 2	How do we know about the Ancient Greeks?	Focus on the sources we have about the Greeks and the histories they wrote themselves about their times e.g. pottery, small pieces of writing, examples of myths (<i>do not focus on the Literacy aspect of myths – think more about their significance etc</i>)
Lesson 3	What was daily life like in Ancient Greece?	Discuss key areas including: life for men and women, homes, religion and education Use a range of sources to help them piece together what it would have been like (<i>not a diary entry</i>)
Lesson 4	What were the major events for Ancient Greece?	Group work research using information texts. Each group to be given a different focus: <ul style="list-style-type: none"> ✓ The Battle of Marathon against the Spartans ✓ Development of the Greek Alphabet ✓ The life of Alexander the Great ✓ Foundation of Ancient Greece
Lesson 5	What do we owe to the Greeks?	Greek legacy to include: athletics, democracy, Mathematics, drama Consider why each of these things have stood the test of time and why they are still relevant/important to our lives now. Compare and contrast what each was like then and now.

History Long Term Plan



Year Three & Year Four
Year B

History Long Term Plan



Key Stage Two

Why did the Romans march through County Durham?

Year Three/Year Four Autumn – Year B	Why did the Romans march through County Durham?	
	Question	Focus/Teaching
Lesson 1	Who were the Romans?	Picture clues and what do the pupils already know about the Romans 'Knowledge Quest Hunt' using fact cards to build up a knowledge profile of the Romans Could a 'Kahoot!' quiz be used here to assess what gaps in knowledge they have or consolidate what they have learned in this lesson?
Lesson 2	Why did they want an empire?	Focus on using information texts to discover 3 reasons why the Romans wanted an empire. Investigate this and then write a museum board for the new display all about the Roman Empire – must include a map, key dates, names of important emperors as well as at least 2 reasons
Lesson 3	Can we be sure what happened when the Romans invaded Ancient Briton?	Start by setting the scene about life in Ancient Briton before the Romans invaded (The Celts – there were lots of different tribes ruled by kings or chiefs. Chiefs often fought one another). Explain that Julius Caesar wanted to stop British warriors attacking his new lands in France. Caesar was also keen to use the precious metals that Britain had and collect more money and slaves. Show children the drawing of The Landing of Caesar. Discuss how this is an interpretation, what we mean by this and what they can see in the drawing. What do you think is the main idea the artist is trying to get across? Explain your thinking. Explain that the drawing shows warriors in 55BC but wasn't drawn until 1990. How did he know what to draw? Talk about primary sources and how useful they are. Share some with the children – picture of shield, sword and Caesar's description of the battle. Do you agree with the artist's interpretation? Explain your answer.

History Long Term Plan



Key Stage Two

Lesson 4	Trouble in the North – Why were the Romans worried about Durham and Northumberland?	Show photos of Hadrian's Wall and images of the forts. Why do the class think this needed to be built? What might this tell us about life at the time?
Lesson 5	Legions on the March – What was the Roman army like?	EDUCATIONAL VIST TO ARBEIA ROMAN FORT (South Shields)
Lesson 6	So why did they march through County Durham?	Plan and produce a museum board about the Romans in Durham. Why did they come? What did they build whilst they were here?

History Long Term Plan



Key Stage Two

What was daily life like for the Romans in Britain?

Year Three/Year Four Spring – Year B		
	Question	Focus/Teaching
Lesson 1	When were the Romans in Britain?	Children to develop chronological understanding of Roman era and their presence in Britain. Create a timeline highlighting key events during this period of time – closely linked to Britain. Why do you think these events were significant? etc.
	What was daily life like in Roman Britain?	Children to use vocabulary of key features of daily life in Roman Britain – roads, home, bath, heating. Discuss our daily life – what are the main aspects? Produce a list/tree diagram as a class. Look at photo evidence from Roman sites. Discuss any similarities and differences.
Lesson 2	What were Roman homes like?	Use primary sources to gather and infer information about Roman homes. Model gathering information and inferring strategies. Children to work in pairs to discover as much as they can about homes. Children to write a description of key features of Roman homes with an emphasis on using examples to support their points/refer back to sources. (<i>Historical not Literacy description</i>)
Lesson 3	How did the Romans have fun?	Look at how the Romans enjoyed their leisure time. Watch short video clip about Roman leisure (BBC). Using leisure sorting cards, identify which activities are Roman leisure activities and which our leisure activities – what is similar? What is different? Why? Look at and discuss 2 artists' reconstructions of Roman leisure scenes – again looking for similarities and differences.

History Long Term Plan



Key Stage Two

Lesson 4	What were Roman toilets like? How do we know?	Children to extend their knowledge of historical interpretations, how they are constructed and information relating to Roman sanitation. Look at the artist's idea of what the toilets at Housestead's Fort looked like –what is the main message? Discuss who drew it, why and what they have included. How did the artist find out? Build up reveal of primary sources, children should link the primary source to the artist's interpretation. Has the artist missed anything off? Do you think the artist has done a good job? Children to write a blurb to go next to the picture on the new website for the fort. (<i>Historical not Literacy based</i>)
Lesson 5	How did the Romans dress?	Children to use sources to help them make their own historical interpretations. Talk about clothes and dress today. Provide children with Roman clothing pack. What do they notice? Introduce task of producing their own artist's interpretation of how Romans dressed for the front cover of a new book. The key focus is what they choose to include/leave out and to be able explain their reasons – this should be written somewhere. (<i>The sketch is not History</i>)
Lesson 6	What do we now know about daily life in Roman Britain?	Review the new knowledge they have gained about daily life. In pairs, discuss what they now know and what they have enjoyed learning the most. Look back at different artist interpretations that have been used during the learning – discuss what is known about how the artists get their ideas and why some of them might be different, even if they are about the same topic. Children to record their decisions. Finally, consider the similarities and differences between Romans and us – big or small? What else do we need to know?

History Long Term Plan

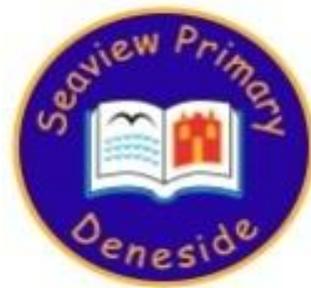


Key Stage Two

What happened to England when the Romans left?

Year Three/Year Four Summer – Year B	What happened to England when the Romans left?	
	Question	Focus/Teaching
Lesson 1	When did the Romans leave and what happened next?	Revisit timeline Make a list of what the Romans had done for Britain Look at an account with a map (in pairs) of the withdrawal of the Romans and the arrival of the Anglo Saxons and Jutes Children to suggest advantages and disadvantages of the Romans leaving after completing a reading detective activity What are the dangers for the country?
Lesson 2	Who was in charge in Anglo Saxon England?	Rise of the Kings Northumbria and Alfred the Great
Lesson 3	Was life hard on an Anglo Saxon farm?	Farming and daily life for typical Anglo Saxons
Lesson 4	What did the Anglo Saxons do in Seaham?	Look into the spread of Christianity across England Focus on The Church of St Mary the Virgin, Seaham (SR7 7AD) as a local link into Anglo Saxons – could children visit this church? The caretaker does open for schools. Bede and Lindisfarne gospels (Elizabeth Baker – TillyToo Tales – great knowledge of Anglo Saxons and delivers lovely sessions for the kids, lots of resources etc)
Lesson 5	How do the Anglo Saxons fight their battles?	Look at Anglo Saxon weapons and battle tactics Who were their enemies?

History Long Term Plan



Year Five & Year Six
Year A

History Long Term Plan



Key Stage Two

Year Five/Year Six Autumn – Year A	<i>Were the Vikings really vicious?</i>	
	Question	Focus/Teaching
Lesson 1	What does Terry think?	Use the Horrible Histories front cover 'Vicious Vikings', discuss what does vicious mean, new words. What is the main message of the front cover about the Vikings? Encourage children to annotate the front cover and then produce their answer. Class discussion/mind map - what do already know? Is Terry right? What else do we need to know? Children to suggest some new questions about the Vikings.
Lesson 2	Who were the Vikings?	Pupils should work in pairs to produce a Viking fact pack. Differentiate the focus for each pair. Key material to include – <i>Who were the Vikings, where did they come from, when did they threaten and rule England? What were Vikings good at? Why were the Vikings so good at conquering countries? What jobs did Vikings do?</i> Model how to note any dates and key words. Discuss whether they have found anything to support Terry's view of the Vikings or anything that clashes with Terry's representation. This could be done as a table (or perhaps a pair of scales to show balance?)
Lesson 3	What do primary sources tell us about the Vikings?	Return to Terry's front cover – explain that Terry had to decide what to call his book after he had studied the primary sources. Discuss the difference between a primary source and an interpretation. Children to use the primary source pack (PP slides) to further investigate the Vikings to infer whether they were vicious or something else. It is best to use a table to allow pupils to record what they have looked at, what they could see and what they could work out about the Vikings from each source. Model use of and inference from one of the primary sources. Does it suggest the Vikings were vicious or are there other words you might want to use? Look at the photograph of the Viking chess men. What can you work out about the Vikings from these objects that they made? Give some details from the source to back up your ideas.

History Long Term Plan



Key Stage Two

Lesson 4	Do the sources back up Terry's view?	<p>Children to use the primary sources to test Terry's interpretation of vicious Vikings to decide if the author is right to represent the Vikings in this way. It can be very useful to use a washing line: have 'vicious' at one end and 'peaceful' at the other. Children to work in groups - each group to have a set of the primary sources about the Vikings. Children to place sources on the washing line, deciding if each source gives evidence of vicious or something else. Discuss with each group what the sources are suggesting - backing up or challenging Terry's interpretation? Are the sources all clearly on one side or the other? Take a photo of each group's washing line. Next task, choose one primary source that you think backs up the Horrible Histories view of the Vikings - explain how the source backs up the view. Now choose one primary source that does not back up Terry and explain why.</p>
Lesson 5	So, was Terry right?	<p>As a class, review whether Terry was right or not - use the primary sources to decide. Plan a longer piece of writing; write a letter to the publisher telling them your decision about Terry's interpretation. Explain what is right and what is not so good about the vicious Vikings cover. Suggest which primary sources the book should include to back up the correct point of view about the Vikings. This task allows assessment of how well a pupil can assess an interpretation and cross reference to primary sources.</p>
Lesson 6	How will you represent the Vikings?	<p>Children to design their own interpretation of the Vikings for the front cover of a new book about the Vikings. It must be based on the primary sources they have used and be labelled to say why they have included certain things/ drawn the Viking in this way.</p> <p><i>The labelling and use of source detail is the key objective in this task, not art related criteria.</i></p> <p>This task allows assessment of how well pupils understand that history is constructed from a range of primary source.</p>

History Long Term Plan



Key Stage Two

Year Five/Year Six Spring – Year A	Why was England invaded so often?	
	Question	Focus/Teaching
Lesson 1	Who raided and invaded the UK?	Start with pictures of a Celt, a Roman, an Anglo Saxon, a Viking, a Norman and a Pict - what do they all have in common? They all raided or invaded England Children to suggest reasons why people may have wanted to attack, raid or invade England in the past. Teacher may need to suggest they think about land, special resources, power, stopping danger etc.
Lesson 2 & 3	The Battles for England – what happened when the Viking long ships arrived?	Conflicts between Anglo Saxons and Vikings - could look into the following: 866AD – Danes capture York (Jorvik) 871AD – King Ethelred, the West Saxon King, and his brother Alfred, defeat the Viking army at the Battle of Ashdown 886AD – King Alfred the Great defeats the Vikings but allows them to settle in Eastern England 954AD – Eric Bloodaxe, the last Viking King of Jorvik, is thrown out of York 1014 – King Canute (Cnut) of Denmark captures the English crown 1042 – Edward the Confessor becomes King (A Saxon King)
Lesson 4	Why were the Scots so dangerous?	Invasions by the Picts and the battles of the North - Building of Hadrian's Wall and later building of Antonine Wall. http://www.bbc.co.uk/education/clips/z3q2tfr http://www.earlybritishkingdoms.com/kids/pict.html
Lesson 5	Why did the Normans invade in 1066?	Brief introduction and key facts/events/people involved in the Battle of Hastings. Why did this take place? Why and how is it remembered today?

History Long Term Plan



Key Stage Two

Who was making History Around the World in the year 1000?

Year Five/Year Six Summer – Year A	Who was making History Around the World in the year 1000?	
	Question	Focus/Teaching
Lesson 1	The world in the year 1000 – who was making history?	Provide each group with simple information about 3 or 4 civilisations spanning BC and AD (e.g. Egypt, Greece, Sumeria, Mayan) Include dates, geographical locations and simple bullet point information. Groups to use information to order the civilisations, note place on timeline, and word map. Move on to identify key features of each civilisation by producing a fact card. Note similarities and differences between the Mayans and one other civilisation using a Venn diagram. Discuss findings.
Lesson 2	Who were the Mayans? (When, where, key issues)	Class discussion – how could we find out the answer to our question for this lesson? Building on basic knowledge from previous lesson. Set up an enquiry trail with the class. Discuss possible routes of enquiry. Use images of Mayan artefacts with brief descriptions to provide each group with 3-5 sources as well as map and photographs of the rainforest environment. Provide a source table for children to write a brief description of the source, what it was for, and what it suggests about Mayan life. Have we answered our question? What else do we need to know? Were these sources/interpretations/maps useful?
Lesson 3	Why do we remember the Mayans?	Why do we remember some groups from the past and not others? Discuss the parameters for deciding whether events/people are historically significant. List ideas. Use a range of sources to complete a new source analysis table. Model and focus on moving beyond face value to work out what the source is telling us. What have the class discovered? In what ways were the Mayans significant? BBC Website is good.

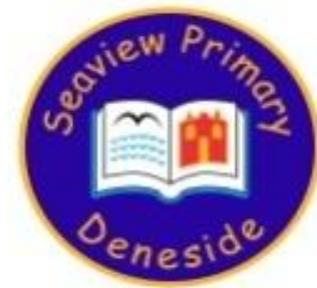
History Long Term Plan



Key Stage Two

Lesson 4	Why did the Mayans vanish?	Use lost Mayan city images. What can we see? What do you think happened here? How can an entire civilisation vanish? How will we find out what happened? Each group to become a team of archaeologists. Give them 4 interpretations of what happened to the Mayans. Explain that historians have come up with each interpretation after looking at historical evidence. They need to decide the positives and negatives of each interpretation – how convincing are they? Each prepares a presentation to explain what they think happened to the Mayans.
Lesson 5	What happened after the Mayan civilisation disappeared?	Explain to children that the Maya peoples still live in parts of South America. Look at a modern map and note areas, compare the map with map used in previous lessons about the Ancient Mayans. What has changed/stayed the same? BBC clip about modern Maya. http://www.bbc.co.uk/education/clips/z2pfgk7 In groups discuss the features of life of the Maya family and the contrast of life for the modern Maya and the Ancient Maya.

History Long Term Plan



Year Five & Year Six
Year B

History Long Term Plan



Key Stage Two

History Detectives: Seaham and it's Families

Year Five/Year Six Autumn – Year B	History Detectives: Seaham and it's Families	
	Question	Focus/Teaching
Lesson 1	What have been the main periods in British history?	Reinforcing chronological understanding of order and main periods in British history – stone age to 21 st century Use active timeline strategies (Lego/multi-link cubes) to demonstrate sequencing, length of periods and occurrence of key events from British history Pupils to develop a timeline in their books independently Extension homework – to research one period from history they have not studied in school and produce a fantastic fact card to share with the group
Lesson 2	How has Seaham changed over time? (Part A)	Look at modern Ordnance Survey map – what different things can they find. Play 'Where's Wally' game. Partner 1 places Wally on the map and Partner 2 asks Yes/No questions to try and guess where he is (e.g. Is Wally north of the church?) Find 1 or 2 memory markers (draw a shape around these) Start looking at older maps – gradually going back in time – can children still find their memory markers – what's the same? What's different? Why? Writing – describe 2 ways in which Seaham has changed since ... Can you suggest one reason for these changes?
Lesson 3	How has Seaham changed over time? (Part B)	Look at local houses (even one of the children's houses) How have they changed over time? What's still there? Look out for typical features of different periods. Why were they like that?

History Long Term Plan



Key Stage Two

Lesson 4	Investigating a Family from Seaham in the Past (Part A)	<p>Look at the trade registry documents. Children to first read the information about Seaham. Explain that we are going to investigate somebody from the past who lived in Seaham.</p> <p>Look at the ancestry census – children to complete fact finding activity – who was head of the household? Why was it man? What jobs? Was there any children living there? Had some children died? Why? Etc.</p> <p>Show children pictures of what life would be like for this family.</p>
Lesson 5	Investigating a Family from Seaham in the Past (Part B)	<p>Find out more about the 2 sons. They were both young and soldiers – why? Talk about conscriptions. Look at war records etc.</p>

History Long Term Plan



Key Stage Two

Has life got better for children in Britain?

Year Five/Year Six Spring – Year B	Has life got better for children in Britain?	
	Question	Focus/Teaching
Lesson 1	What are the advantages and disadvantages of being child in Britain today?	Children to develop a list of pros and cons and then categorising these in some way e.g. health, school, technology, safety, homes, play etc. Discuss with children whether they think things have always been this way. What do they think might have been different in the past? When do they think big changes might have happened? How could they find out? Use children over time images to further develop children's ideas about key features of life for children over time
Lesson 2	How has play changed for children since 1500?	How many years will the pupils be looking at? What historical periods will this include? Use of primary sources to make supported inferences about the types of play available to children 1500 to 1900 Written summary of what have been the main changes and pupils to suggest a reason why these changes have occurred
Lesson 3	Why did children work and how did this change? (Part A)	Work done by children on farms, later in factories, mines and domestic service until the middle of the 19 th century by looking at primary sources
Lesson 4	Why did children work and how did this change? (Part B)	Focus on the changes to laws and ideas about children and their work from mid 19 th century onwards e.g. factory reforms, rules on mines and chimney sweeps Consider if any children still work today.
Lesson 5	What do you think - has life got better for children over the past 500 years?	Possible Beamish visit and/or final write up of pupil decisions about changes to the life of children and anything that has stayed the same e.g. the importance of family, health etc.

History Long Term Plan



Key Stage Two

The Greatest Briton Ever? You Decide!

Year Five/Year Six Summer – Year B	The Greatest Briton Ever? You Decide!	
	Question	Focus/Teaching
Lesson 1	What do you think makes somebody significant?	Establishing the meaning of significance rather than simply being famous Exploring different types of significance and examples of significant individuals from British history (e.g. monarchs, inventors, explorers, leaders, artists, musicians, writers) Teacher might wish to use images or text to help pupils select a range of potentially significant individuals who have contributed to the national story in different ways
Lesson 2 & 3	Research – what makes your individual the greatest Briton ever?	Groups are allocated an individual to research and produce presentations about why their person is the most significant – ready to present to the class in the debate lesson at the end Consider roles and success criteria you will give for this task
Lesson 4	Debate lesson – who do you think was the greatest Briton ever? Why?	Children to present their findings as part of a class debate