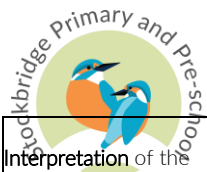




Long term plan overview – History KS2

Year Group	Year A			Year B			Year C		
Unit/Period Matters, skills and processes	Ancient Greeks/lights, camera, action	Heroes and Villains/Mamma Mia!	A line through time/Planet Earth	Let's go green/divide & rule	Antarctica/Ancient or modern?	A river runs through it/Sporty Stockbridge	Adventures Ahoy!/ Out of this world	1001 Arabian Nights/ WW2	Feed me now /Summer seas
Chronology including duration/ interval/ overlap	Explore duration and timing on timeline and locations on world map	Where these people appear on timeline	When the canal/trainline was built/no longer in use/replaced	Explore where/when Vikings came from travelled to on world map and timeline	Explore duration of era & any overlaps on the time line		Neil Armstrong/ Tim Peake on timeline Tudor explorers on time line	Early Islamic civilization Compare to Britain c900 on time line and locate on world map WW2- sense of community – link to UN	
Characteristic features of the period/ society studied	How features of the period developed			Features of the Viking period (Box from History centre)					
Change & continuity			How the canal/train line implementation & disappearance changed Stockbridge				Changes in travel over time		
Cause & Consequence inc short term/ long term		Their actions and the impact it had		Why they invaded & their conflict with the Saxons (pk)				Quest for beneficial knowledge driven by Islamic beliefs WW2 – why and the consequences of war	
Significance inc short term/ long term	The impact of the era & the legacy left behind (pk)	Famous people and significant events and their impact on how we live today What difference did Nelson Mandela, Rosa Parks eg, make to the lives of the people around them?	Local history What evidence is there that the train and canal were significant to the lives of people in Stockbridge	King Alfred – survival/dominance of Wessex & later Wessex kings (pk)	Links to Antarctic explorers Ancient Egyptians – achievements of the civilization (pk)		Columbus, Cook and other Tudor explorers – how their discoveries impacted on England	Islamic civilization preserved classical learning	

NB you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. KEY: [light green] light use of skill, [medium green] overt practice of skill, [dark green] strong emphasis on skill



Long term plan overview – History KS2

Interpretation of the past inc how and why contrasting views arise				Views of the Vikings – thugs or positives? (pk)				Misinterpretation of Maya in the past eg, belief that buildings influence by Egyptians (pk)	
Historical Enquiry inc source comparison and analysis	Modern items that illustrate Greek ideas (Ancient History Box from Hist centre)				Egyptian achievements (box from History centre)			Early Islamic civilization enquiry pk WW2 – sources focus	
Connections local/national/international, cultural, economic, military, political religious and social history	Modern ideas and institutions stem from Ancient Greece	Cultural effect & in British history	Local history What evidence is there that the train and canal were significant to the lives of people in Stockbridge	Evidence worldwide of Viking trading and settlement	Comparing to Bronze Age Britain			Impact of Islamic civ's preservation and extension of classical learning	

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