

History Long-Term Plan

KS1

Cycle A			
Term	Topic	History unit	Rationale
Aut	London	<ul style="list-style-type: none"> • Events beyond living memory that are nationally significant – Great Fire of London • Significant individuals who have contributed to national achievements – King Charles II, Samuel Pepys 	<p>Gives an early understanding of our home capital city by complementing the Geography based on countries and capitals of the UK including features of London. The teaching of the cause, effect and extent of the Great Fire illustrates the nature of the different buildings seen today in London and provides comparison between pre and post fire architecture. The study of Samuel Pepys gives a first look at contemporary historical sources which will be built upon throughout the primary curriculum and the experience of learning an event in the time of Charles II gives a foundation to the monarchy study in LKS2 where the legacy of Charles II is studied in more depth.</p>
Spr	Explorers	<ul style="list-style-type: none"> • Significant individuals who have contributed to national or international achievements. Must include opportunity to compare aspects of life in different periods e.g. Christopher Columbus and Shackleton/Scott/Amundsen 	<p>This allows a close link with the Geography which naturally progresses from the UK to naming the continents and oceans of the world. This helps support the historical understanding of world explorers such as Christopher Columbus studied in this history unit. It also includes a study of polar pioneers and explorers which provides a foundational knowledge when children study further significant pioneering individuals and their legacies.</p>
Sum 1	Bury St Edmunds	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality (Bury St Edmunds) • Significant individuals who have contributed to national or international achievements. Could include opportunity to compare aspects of life in different periods e.g. Saint Edmund with another saint. 	<p>This local study provides a case study of St Edmund which provides a solid pre-teaching foundation for the Anglo-Saxon and Viking struggle for England encountered in LKS2 as well as an understanding of the introduction and importance of Christianity during this time, the details of which will be taught in LKS2. The study of the 17th C fire in Bury St Edmunds and the resulting post-fire architecture provides a solid basis for comparison with the 17th C Great fire of London studied earlier in this cycle.</p>
Sum 2	Nature Detectives	Geography taught in place of History in this half term.	N/A

Cycle B			
Term	Topic	History unit	Rationale
Aut	Animal Antics	<ul style="list-style-type: none"> Significant Individuals – Mary Anning and David Attenborough 	The study of these individuals adds background and context to the theme of animals and natural history which forms the overall topic and science curriculum themes this term. David Attenborough provides an element of history from within the children's own living memory as well as being able to draw upon the living memories of their parents and grandparents who will have also grown up alongside Attenborough's studies. It adds a powerful element to the pupils' science and cultural capital. The study of Mary Anning provides a foundational stepping stone to the science topic of rocks and fossils in LKS2 and evolution in UKS2 and builds upon the Dinosaurs and Bones topic from Early Years.
Spr	An Island Home	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (a short case study on a key event on one of the islands studied) 	In this unit pupils make a study of the Isle of Coll (Inner Hebrides) and St Lucia (Caribbean). St Lucia's history allows children to make links with the Explorers topic in this phase as Columbus first sighted St Lucia when he landed on neighbouring Martinique. The unit provides an engaging opportunity to study the pirates operating in the Caribbean in the 16th C and addresses the early misconception that pirates are fictional. It builds upon the Treasure topic taught in Early Years and it also provides an understanding of historical cause and effect at a global level, beginning to see how global communities communicated and traded with each other, a theme encountered more in KS2. The history of St Lucia also provides an early opportunity to look at British Crown colonialism and African slaves brought in to St Lucia to work on sugar cane plantations and the abolition of slavery in 1834. This unit also complements the parallel Geography unit of hot and cold places.
Sum 1	Seaside Holidays	<ul style="list-style-type: none"> Changes within Living Memory – aspects of change in seaside holidays from Victorian to present day. 	A timely unit which brings pupils' history experience back to the more familiar. They study changes in seaside holidays from the Victorian to the present day and allows an opportunity to use the memories of their own families as historical sources for enquiry, building upon the primary and secondary sources already encountered in this phase. It also provides the basis for a local study within cycle B using the Victorian seaside resort of Felixstowe, though in less depth as the specified local study in Cycle A.
Sum 2	Needham Market	Geography taught in place of History in this half term.	N/A

LKS2

Cycle A			
Term	Topic	History unit	Rationale
Aut	Stone Age	Changes in Britain from the Stone Age to the Iron Age	Taught here as it is the chronologically earliest of the KS2 statutory units and assists in building an understanding of chronology and provides a foundation for teaching the theme of legacy and comparison with later units studied.
Spr	Memorable Monarchs	A significant turning point in British history and Significant Individuals since 1066 – A study of 5 British monarchs and their legacies	This unit acts like a half-way house in LKS2 by studying 5 British monarchs, each with their own obvious legacy, which makes links both back to prior learning and prepares the foundations for future learning in UKS2... William I – links to cycle B learning – the end of the Anglo-Saxons unit where the Battle of Hastings is taught. Henry VIII – his dissolution of the monasteries links to the setting up of monasteries studied in cycle B Anglo-Saxons and links to the present day Church of England Elizabeth I – provides a basis for future learning in UKS2 about Elizabethan entertainment in Wherefore art Thou and the introduction of the Old Poor Law in Victorians. Charles II – provides a link to previous learning in KS1 on Great Fire of London Queen Victoria – provides a basis for future learning in UKS2 on Victorians and builds on Victorian seaside holidays from KS1 .
Sum	Ancient Egypt	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	This is taught here as it follows the chronological order of the ancient studies after the Stone Age in the Autumn term which helps to build a clearer understanding of chronology. It also provides some variety of location in this cycle as the previous units have been centred around British history. The unit is complemented heavily by the Geography study of rivers, where the Nile forms a case study and reinforces the historical importance of the Nile to the Ancient Egyptians.

Cycle B			
Term	Topic	History unit	Rationale
Aut	Violent Earth	The Roman Empire and its impact on Britain (include curriculum links to the eruption of Vesuvius and the escape from Pompeii)	The teaching of Romans here follows chronologically from Ancient Egypt taught in cycle A. The cross-curricular study of Pompeii and the eruption of Vesuvius gives context to the study of the Romans as well as linking the learning of science (rocks and soils) and Geography (earthquakes, mountains and volcanoes). The Roman unit is considered a less complex and obvious way of teaching the abundant theme of legacy than the Ancient Greeks and as legacy forms an important aspect of Bosmere’s history curriculum this unit is well placed in LKS2 to build on legacy identification from previous learning and pave the way for identifying more complex legacies in UKS2 units.
Spr	Invent	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (The Industrial Revolution)	Again this middle term breaks away from the chronological sequence of teaching and provides an in depth study of the Industrial Revolution. This links directly to the theme of the topic, all about inventions and discoveries. This chosen history study provides pupils with an element of discovery and invention that was led by Britain, being an important turning point in British history and building further on the identification of legacy. The placing of this era in time also provides further context to the Victorian age which builds on the less detailed learning from Seaside holidays in KS1 and Memorable Monarchs in LKS2 and lays very pertinent foundations for the more detailed study of the treatment of the poor in Victorian times in UKS2.
Sum	Anglo-Saxons	Britain’s settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Include local history links with West Stow and Sutton Hoo.)	This unit runs chronologically from the Autumn term unit on Romans and this allows for familiarity when learning the cause of the Anglo Saxon invasion, directly linked to the exit of the Romans from Britain. It provides further study of the historical significance of the local area with case studies on West Stow and Sutton Hoo and builds on the knowledge gained of St Edmund and Bury St Edmunds in KS1. The teaching of the introduction and spread of Christianity as well as Viking invaders in this unit is also supported by the study of St Edmund from KS1. It is also supported by the teaching of monasteries (Henry VIII) and the Battle of Hastings (William I) from Memorable Monarchs in LKS2.

UKS2

Cycle A			
Term	Topic	History unit	Rationale
Aut	Framed	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment from Romans to present day – linked to theme of crime in Framed)	This is taught in UKS2 as it is helpful to have experienced a range of historical eras through Britain as a precursor to this unit. These are taught chronologically in the previous phase and therefore helps give pupils a broader understanding of the periods of history and their chronology from the Romans to the present day in this unit on crime and punishment. The crime theme links to the Guided Reading text and overall theme of 'Framed'.
Spr	Victorians	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Treatment of the poor – Pre Old Poor Law, Old Poor Law and New Poor Law with emphasis on the Victorian Workhouse)	This unit focuses mainly on the Victorian period and links directly to the Guided Reading text of 'Street Child'. The previous experience of the Victorian era gained from Seaside holidays in KS1, Queen Victoria and the Industrial Revolution help to give context and understanding to this unit, in particular the mass movement in Victorian times from rural to urban areas as a result of industrialisation. As it traces the beginnings of the Old Poor Law to Elizabethan times, it adds to the legacy learnt about Elizabeth I from the Memorable Monarchs unit in LKS2. This unit also provides opportunities to meet UKS2 interpretation skills using a wider range of sources and investigating bias through a poster which shows opposition to the new poor law and conceptions of life inside workhouses. It also provides a local history case study focussing on the Stow Union Workhouse. This unit is complemented by the Human Geography unit on economic, settlement and trade links.
Sum	Wherefore art thou (Shakespeare)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Portrait study of Elizabeth I and enquiry - How did people enjoy themselves in Elizabethan England?)	This unit is taught here as the first section focuses on a portrait study of Elizabeth I which demonstrates to pupils that things aren't always what they seem - building on the concept of propaganda and bias in sources. This also builds ideally on the Framed topic from the Autumn term in which the English learning focuses on analyses of portraits from the National Gallery, giving experience to assist in this skill with a history context. The enquiry into how Elizabethans enjoyed themselves links directly to theatres and playhouses and therefore the overriding Shakespeare theme of the topic. It also teaches about the diversity within Tudor society, in which pupils can link back to their knowledge of the Old Poor Law and compare the three levels of Tudor society with those in Victorian times studied in the term before. This unit is also complemented by the Geography unit where pupils compare regions in the UK, Europe and North America, chosen for their connections to the settings of Shakespeare's plays.

Cycle B			
Term	Topic	History unit	Rationale
Aut	Ancient Greeks	Ancient Greece – a study of Greek life and achievements and their influence on the western world	This is the last of the ancient European civilizations to be taught and is taught in UKS2 as it lends itself to an in depth study of legacy which is more complex than that of the legacy left by the Romans. However, the experience of identifying and analysing legacy as a recurring theme through Bosmere’s history curriculum gives pupils the grounding to make more demanding judgements in this unit.
Spr	Amazing Amazon	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.	This is the last ancient civilization unit to be taught and its placement directly after the Ancient Greeks matches the chronology in time with the Ancient Greeks ending in AD400 and the Mayan civilizations beginning in AD400. It also provides a contrast to the Greeks as it is a non-European society which can promote comparative discussion in terms of both progression over time and differing cultures. The unit links to the Geography which is a study of world biomes allowing pupils to make links to the climate in MesoAmerica and the lifestyle of the Mayans.
Sum	World War 2	Local history study to include the following areas of study: evacuation of children to East Anglia and East Anglian air fields and their impact on the war and local society.	This is the most chronologically recent of the KS2 history units which allows pupils to have had pre-teaching on recurring themes through history such as the concepts of authority, nation, democracy and warfare before tackling this period with these themes in more complex abundance. The unit forms the basis for the UKS2 in depth local study with the first half-term focussing on East Anglia as a destination for evacuees and local experiences of this and the second half-term focussing on the impact of the American air bases abundant in East Anglia. Each element draws on a range of historical evidence and sources from the locality. The Geography unit on map skills allows pupils to link their knowledge of the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area and interpret maps as a historical source.