

Church Preen Primary School Connected History Long Term Planning

Term	Cycle	Class 1	Class 2	Class 3
Autumn	A	<p>What does it take to be a great explorer?</p> <p>This enquiry enables pupils to learn about the exploits of a range of famous explorers and to develop their knowledge of people's lives at various points in the past, ranging in extent from 16th century Europe to the 1930s in Britain and the 1960s in America. Pupils are encouraged to reflect on the achievements of the explorers studied in the context of the particular challenges of the times in which they lived.</p> <p>EYFS: Compare and contrast characters from stories, including figures from the past.</p>	<p>How did the lives of Ancient Britons change during the Stone Age?</p> <p>The primary aim of the investigation is for pupils to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society – that of the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence. In addition, this investigation also supports pupils to appreciate that, without written evidence of how people lived in the Stone Age, so much of what archaeologists think occurred is little more than supposition based on the subjective interpretation of artefacts.</p>	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 – that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen. The British Empire reached its peak in 1921 and pupils are encouraged to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought dominion over what grew to encompass a quarter of the world's land area and its population. Enquiries also enable pupils to consider the factors that contributed to the decline of the British Empire, particularly the rise of independence movements and campaigns for self-determination, such as those in India, especially after the Second World War. There is also an opportunity for pupils to assess the Commonwealth's significance in the world today, which many former colonies joined after achieving independence from Britain.</p>

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Spring	A	<p>How do our favourite toys and games compare to those in the 1960s?</p> <p>The decade of the 1960s presents an ideal period of history within living memory for pupils to compare with ways of life today. It is sufficiently long ago for some of the changes that have occurred since then to be very significant, but not too long, which means that there are millions of people still alive who experienced the decade first hand. The first part of the enquiry concentrates on enabling the pupils to gain a sense of the key events and people of the 1960s both in the United Kingdom and globally.</p> <p>EYFS: begin to make sense of their own life story and family's history.</p>	<p>What is the secret of the standing stones? (Bronze Age)</p> <p>This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society.</p>	<p>Why did the Ancient Maya change the way they lived?</p> <p>An investigation into different aspects of the Maya civilisation of Central America, which reached its zenith around AD 900, allows pupils an opportunity to appreciate the achievements of a society that existed contemporaneously with the late Anglo-Saxon period and the impact of the Vikings in Britain.</p>
Summer	A	<p>Why is the history of my local area significant?</p> <p>The overriding aim of these enquiries is to support pupils to understand the connections between local and national and international history.</p> <p>EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>How do artefacts help us to understand the lives of people in Iron Age Britain?</p> <p>Through this enquiry pupils first identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting and ceremonial place. The Iron Age was the most violent period of prehistory in Britain, and another important focus of this enquiry is to support pupils to reflect on why this was the case.</p>	<p>What did King George VI mean when he said, 'the history of York is the history of England?'</p> <p>The English National Curriculum in History at Key Stage 2 requires that pupils should undertake a local study that illustrates several aspects of national history over time at one location. This enables pupils to appreciate the important historical concept of palimpsest – a term used in archaeology and history to describe the occurrence of a sequence of features from different periods that are superimposed on each other. All settlements in England illustrate this but palimpsest is most apparent in large towns and cities. The investigation</p>

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				consists of five ancillary questions that span a timeline of 1,600 years.
Autumn	B	<p>Who is the greatest history maker?</p> <p>This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'. The investigation begins with the pupils considering the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? What did Guy Fawkes do that left a mark on history? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further eight significant people. These individuals are drawn from a wide variety of different locations, cultures and times, including Ancient Egypt and the present day.</p> <p>EYFS: compare and contrast characters from stories, including figures from the past.</p>	<p>How did the arrival of the Romans change Britain?</p> <p>Britain formed part of the Roman Empire for almost 400 years and during that time it underwent significant changes, which, in turn, set in motion developments that have continued to influence the direction of the country ever since. The concept of invasion is introduced. They will explore why at one point in their occupation the Romans were only one battle away from being forced to retreat from Britain. Here they are introduced to the historical heroine that is Boudica.</p>	<p>Why was winning the Battle of Britain so important?</p> <p>Victory in the Battle of Britain represented a very important (some historians argue <i>the</i> most important) turning point in the Second World War, as well as being a moment of decisive change in the long history of the United Kingdom. This investigation enables pupils to examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940 and the reasons why securing air superiority was so critical to them for any invasion plan to succeed.</p>
Spring	B	<p>Why was Charles sent to prison? (First World War)</p> <p>This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas, to develop key historical concepts such as <i>continuity</i> and <i>change</i> and <i>cause</i> and <i>consequence</i>. In addition, this investigation supports pupils to make connections between their lives today and the life and times of children at different periods in the</p>	<p>Who were the Anglo Saxons?</p> <p>This investigation enables pupils to reflect upon a number of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era. Initially they examine the evidence as to why the Romans withdrew from Britain in the fifth century, and in particular the growing aggression of Barbarian tribes in Europe which culminated in the Sack of Rome in AD 410. They will then explore who the so-called Anglo-Saxons were, from where they originated and why their invasion and</p>	<p>The story of the Trojan Horse.</p> <p>This investigation invites the learner to explore the causes and consequences of this 10-year war and in particular to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse, which has been passed down through the generations. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what</p>

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		<p>past. Rather than being 'event focused', the enquiry endeavours to place the First World War in the context of how people and particularly children commonly lived their lives 100 years ago</p> <p>EYFS: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them.</p>	<p>settlement was a relatively straightforward affair.</p>	<p>until then had been an impregnable fortress?</p>
Summer	B	<p>How do we know so much about where Sappho lived (Pompeii)?</p> <p>In this enquiry, pupils are able to think about how historians and archaeologists go about obtaining the evidence they need to reconstruct and interpret the past and particularly the distinction between primary and secondary evidence. The destruction and reconstruction of the iconic city of Pompeii provides an ideal context for achieving this and this historical event is brought to life through the circumstances of one young person, to whom the pupils are able to relate easily.</p> <p>EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>What did the Vikings want?</p> <p>This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as 'the Vikings', but who never shared or would have recognised that collective identity. They were loosely associated tribes of Norsemen from areas of modern-day Norway, Sweden and Denmark. One of their impacts on Britain was the terror that raiding parties brought to northern and eastern England for decades, as some Norsemen embarked on voyages of adventure in the summer months each year. Pupils are able to identify and reflect on the reasons why Viking Norsemen came to Britain and the impact they had.</p>	<p>How did a pile of dragon bones help to solve an ancient Chinese mystery?</p> <p>The 500 years of the Shang Dynasty is of great significance in several ways. They mark the beginning of recorded history in China. Nothing survives that was written on parchment or papyrus, but hundreds of thousands of inscribed animal bones and tortoise and turtle shells (known today as oracle bones) remain. These provide an insight into the life and times of royalty and nobility and especially their spiritual belief in the capacity of ancestors to intercede with the gods to bestow good fortune.</p>