



KS2 History Long Term Plan and Rationale

'The more you know about the past, the better prepared you will be for the future.'
Theodore Roosevelt

As pupils move to Key Stage 2, they study themes which are more distant in time and location. Pupils are introduced to the linear nature of time and how BC/AD influences how long ago an event was. British history units are taught in chronological order and timeline work is planned into the beginning of each topic to ensure that misconceptions, such as thinking that the Victorian period follows on from Saxon/Viking Britain, are addressed. Lessons constantly reinforce the relationship with previous themes so that pupils understand the links between periods of time. As a result, pupils should use appropriate vocabulary when they note connections, contrasts and trends. World history units are sequenced logically so that pupils are able to make comparisons with what was happening in Britain at that time. Finally, pupils are introduced to legacies and are asked to think about how the legacy of an ancient civilization influenced other periods in the past as well as today.

Y3	Living in Birmingham	Ancient Egypt	Changes in Britain from the Stone age to the Iron Age
	Taught in autumn 1. This is a cross curricular topic. Merged with the geography of the UK study, pupils will spend a few lessons focusing on how Birmingham changed from a small manufacturing centre into the most important industrial town in Britain. James Brindley will be studied to explore the impact of canals during the Industrial Revolution. Pupils will visit Brindley Place in a field work visit.	This is a depth study which is taught in autumn 2. It focuses on the achievements, attitudes, beliefs, and ways of life of Ancient Egypt. Concluding question: Were there any other ancient societies as advanced as the Egyptians and how similar were they? Pupils are encouraged to look for key patterns when comparing the civilizations.	This is a depth study which will be taught in summer 1 as it is a longer term. It will be taught after the Ancient Egypt topic. Links will be made so pupils understand that Britain was not as advanced as the Egyptian civilization. Pupils will make comparisons between burial rituals in Ancient Egypt and Stonehenge looking for similarities and differences. This topic will focus on change and continuity and on how evidence helps us to know what life was like in pre historic Britain. Most sources are visual images therefore are easier for the younger pupils to access.
Y4	Ancient Greece	Rome – now and then	Roman Britain
	This is a depth study which will be taught in autumn 1. The topic will focus on the Golden Age of Athens in the 5 th Century BC exploring what was unique about the Ancient Greeks and why their legacy is so important to our lives today. To develop pupils' chronological understanding,	This is an overview study which will be taught in autumn 2 as a cross curricular topic. The main curriculum feeder in the topic is geography but a few lessons will be spent looking at Roman life and the history of the Roman Empire. It has been chosen to help pupils to understand the	Will be taught in spring 1 after the 'Rome – now and then' topic as pupils will understand that the Romans had already invaded many other countries which made up their empire before they invaded Britain. Links back to the end of the Y3 British history unit as pupils will recap over

	they will learn that in 30 BC, the Greek Empire lost power to the Romans. This will then lead nicely into the following topic where pupils will think about how Greek art and architecture influenced the Romans.	Roman invasions in a broader European context before learning about the Roman invasion in Britain.	the Celtic tribes living in Britain at the time of the Iron Age. The topic will focus on the legacy of how the Romans changed Britain including a depth study of Boudicca.
Y5	Anglo Saxons and Vikings	Early Islamic Civilisation	The Tudors
	Taught in autumn 1 as it is depth study. Links back to Y4 British history unit as pupils recap over the reasons why the Romans left Britain. These two areas of study have been amalgamated to make the interrelationship between the two much clearer. This topic has been placed in the longer half term to ensure sufficient coverage. The work will focus on interpretations work on Alfred and reputation of the Vikings. The end of the topic will link back to the Y2 work on the Battle of Hastings.	This is an overview study which is taught in autumn 1 immediately after the Anglo Saxons and Vikings unit. Islam has been chosen as the Non Western unit as Islam is taught as a depth RE topic in Y5. It will be taught immediately after the Vikings topic so that pupils are able to compare Baghdad with Saxon Britain to see how more advanced this society was in comparison to the west.	This thematic study will be taught in spring 1. Links will be made back to Y2 learning on the Normans and Y1 learning on the Great Fire of London to help pupils to understand that Tudor Britain did not follow on from the end of Saxon rule. The Battle of Bosworth will be used to introduce the period. The topic focuses on the changing role of the monarchs. The Reformation is quite a challenging topic. Therefore, is better suited to Y5.
Y6	WW2	WW2	
	The topic focuses on the Home Front and develops thinking skills by evaluating evidence in terms of propaganda and censorship and to consider the diversity of experiences. Links are made with RE when pupils study the persecution of Jews during the Holocaust.	This is a local history study which will be taught in spring 1. The unit will focus on the impact of WW2 on people living in the local area. This has been chosen as the local study as the school's log books, dating back to the war years are, used as a primary source of evidence for pupils to investigate in lessons.	