History Long Term Plan – 2023-2025 Bearpark Primary School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Autumn | Spring | | Summer |
| N/R | Continuous skills and knowledge development in the area of ‘Understanding the World’.  The key strands are in the following areas:  *People and Communities*  *The World* | | | |
| 1/2 Cycle A | **How have railways changed the local area?**  ***Focus****: Changes within and events beyond living memory, significant individuals and historic events.*  ***Threads****: Locality, transport, significance (impact of historical events and figures).*  ***Key Ideas****: George Stephenson and the Rocket, Stockton to Darlington railway, railways were used for travel and trade (link to Bearpark colliery).*  ***Key Knowledge:*** *George Stephenson was an inventor who built trains to transport people. In 1825 his Locomotive No1 carried people from Darlington to Stockton. Faster, better trains allowed goods and material to be transported more cheaply and easily.* | **How do we find out about important events? The Great Fires of Bearpark, Gateshead and London.**  ***Focus****: Events beyond living memory, significant historical events.*  ***Threads****: Locality, significance (impact of historical events).*  ***Key Ideas****: We use sources such as diaries, oral history, newspapers and photographs to understand what happened, the impact, and to compare events.*  ***Key Knowledge:*** *The Great Fire of London in 1666 resulted in a lot of the city being rebuilt. The Great Fire of Gateshead in 1854 was caused by several explosions. Samuel Pepys kept a diary which recorded the fire.* | | **How have seaside holidays changed and what has been the impact on the local area?**  ***Focus****: Changes within and events beyond living memory.*  ***Threads****: Locality, significance (impact of change), transport.*  ***Key Ideas****: More people took local holidays in the past. Transport developments (e.g., cars and railways) enabled this. Developments in aviation have impacted this.*  ***Key Knowledge:*** *Victorian seaside holidays were popular thanks to improvements in transport. People wore different clothes at the seaside. Some of the activities still exist today.* |
| 1/2 Cycle B | **How have homes changed?**  ***Focus****: Changes within living memory.*  ***Threads****: Locality, changes in society, significance (impact of technology).*  ***Key Ideas****: Developments in hygiene, food and entertainment in the home. Change was designed to improve the lives of people.*  ***Key Knowledge:*** *Houses have been made with different materials over time. Daily life in the home had similarities and differences compared to today. In the past, people had outside toilets and baths were different to today.* | **What is significant about the local area?**  ***Focus****: Significant historic events, individuals and places.*  ***Threads****: Locality, significance (impact of people, events and technology).*  ***Key Ideas****: Beaurepaire was linked to Durham’s religious heritage and was damaged in the battle of Neville’s Cross, coal mines were a local source of industry, significant sportspeople and people in the arts are from the area (musicians/artists).*  ***Key Knowledge:*** *Beaurepaire was built in 1258. It was a manor house used as a retreat for monks. It was damaged in 1346 at the Battle of Neville’s Cross.* | | **Is Grace Darling important?**  ***Focus****: Significant individuals.*  ***Threads****: Locality, significance (impact of people and events), transport.*  ***Key Ideas****: Different sources can present different information, her actions had a national impact in terms of legacy, she is commemorated in a variety of ways.*  ***Key Knowledge:*** *Grace Darling helped to rescue nine people in 1838. Queen Victoria wrote to her about her bravery. Grace has a memorial and a museum dedicated to her.* |
| 3/4 Cycle A | **Ancient Greek achievements are overrated and the Greeks were no different to other people. Agree or disagree?**  ***Focus****: Ancient Greece – a study of Greek life and achievements and their influence on the western world.*  ***Threads****: Achievements, society, beliefs, trade, conflict.*  ***Key Ideas****: Greece had different city states with different governments, democracy was invented in Athens, Greek architectural designs are still used today, the Greeks had sophisticated science, medicine, culture and philosophy.*  ***Key Knowledge:*** *Ancient Greece was made up of city states. Democracy began in Athens in c.508BC. The first Olympics were held in 776BC.* | | **The Roman Empire didn’t have much impact on Britain, did it?**  ***Focus****: The Roman Empire and its impact on Britain.*  ***Threads****: Achievements, society, beliefs, trade, conflict.*  ***Key Ideas****: Roman subjects and citizens had different rights, the Romans brought sophisticated architecture to Britain, they viewed Britain as a military outpost, they followed a polytheistic belief system, native Britons reacted to the Roman invasion in different ways.*  ***Key Knowledge:*** *Boudicca and the Iceni tribe rebelled against the Romans in AD60/61. The Romans built towns, roads, villas and aqueducts in Britain. Hadrian’s Wall was started in AD122.* | |
| 3/4 Cycle B | **Nothing really changed from the Stone Age to the Iron Age in Britain, did it?**  ***Focus****: Changes in Britain from the Stone Age to the Iron Age.*  ***Threads****: Achievements, society, beliefs, trade.*  ***Key Ideas****: The Neolithic Revolution shifted humans from nomadic hunter-gatherers to farming and settlement, tools led to technological and societal developments, people had a belief system based around nature.*  ***Key Knowledge:*** *Stonehenge is a historic site and monument. Humans made tools and weapons and developed agriculture. Developments in technology led to more sophisticated tools, jewellery and containers.* | **The Ancient Egyptians are only known for their pyramids and mummies – agree or disagree?**  ***Focus****: The achievements of the earliest civilisations.*  ***Threads****: Achievements, society, beliefs, trade.*  ***Key Ideas****: Ancient Egyptian chronology is split into kingdoms and dynasties, they developed a written language, they had a class system in society, they had a polytheistic belief system.*  ***Key Knowledge:*** *Life revolved around the Nile. Pharaohs were mummified and placed in a tomb. They used hieroglyphics to record and disseminate information.* | | **Is it true that nothing of significance has happened in the local area?**  ***Focus****: A local history study*  ***Threads****: Achievements, society, beliefs, trade, conflict*  ***Key Ideas****: Durham has played a significant role in the development of Christianity in Britain, through Cuthbert and Bede, and via the Cathedral (linked to Beaurepaire). It has a history of conflict – with Neville’s Cross being the site of a battle between the English and the Scots. Durham has a heritage of mining, shipbuilding and glassmaking, that helped to drive the Industrial Revolution.*  ***Key Knowledge:*** *Saint Cuthbert and Saint Bede helped to develop Christianity. Local villages were built around coal mining. The industry declined after WW2.* |
| 5/6 Cycle A | **The Second World War didn’t have an impact on the local area, did it?**  ***Focus****: An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.*  ***Threads****: Conflict, society, achievements.*  ***Key Ideas****: The Second World War caused a shift in society, with women playing an important role in factories and on farms. Children were evacuated and local towns and cities experienced bombing raids. Local people joined the armed forces to serve. POWs were housed in County Durham. Society changed through rationing, propaganda and restrictions.*  ***Key Knowledge:*** *People from the local area did go to war. People in Bearpark experienced air raids. Rationing caused changes in society, such as recycling materials and working as a community.* | | **Were the Ancient Mayans and the Vikings similar?**  ***Focus****: A non-European society that contrasts with British history.*  ***Threads****: Conflict, society, achievements, beliefs, trade.*  ***Key Ideas****: The Mayans had sophisticated technology, medicine and art. They enjoyed music and entertainment. The Mayans followed a polytheistic religion. Class and status were important, and each city had a different ruler. They developed a system of writing and calendars.*  ***Key Knowledge:*** *The Mayans developed a writing system using glyphs. They mainly ate maize. Mayan priests were thought to be able to communicate directly with the Gods.* | |
| 5/6 Cycle B | **Did Britain benefit more from the settlement of the Anglo-Saxons and Scots than the Romans?**  ***Focus****: Britain’s settlement by the Anglo-Saxons and Scots.*  ***Threads****: Conflict, society, achievements, beliefs, trade.*  ***Key Ideas****: The Anglo Saxons created kingdoms and Christianity spread throughout Britain, after a reversion to Pagan beliefs. Trade links collapsed and people returned to farming. Women had more rights. Houses used local resources. Britain started to develop its own identity and culture.*  ***Key Knowledge:*** *Most of Britain was divided into seven kingdoms. Anglo-Saxons preferred to live in small villages. Paganism was originally the main religion, but was eventually replaced by Christianity.* | | **The Vikings were vicious raiders who were no different to the Anglo-Saxons – true or false?**  ***Focus****: The Viking and Anglo-Saxon struggle for the Kingdom of England.*  ***Threads****: Conflict, society, achievements, beliefs, trade.*  ***Key Ideas****: The South unified against the Scots and Picts. The Anglo Saxons and Vikings fought each other. Danelaw was meant to be a peace settlement. King Cnut eventually defeated the Angle Saxons. Viking settlements are reflected in place names today. The Vikings established trading routes.*  ***Key Knowledge:*** *Vikings first arrived in around 787AD, raiding and pillaging. Some Vikings settled in Britain. Laws were similar to today, but the punishments differed.* | |