

History Curriculum: Long Term Planning – Bowes Hutchinson’s CE VA Primary School

Cycle	Autumn	Spring	Summer
A	<p align="center">“Kings and Queens”</p> <p>KS1 – Significant Individuals <i>What makes a significant monarch?</i> Compare Queen Elizabeth II to Queen Elizabeth I and Queen Victoria.</p> <ul style="list-style-type: none"> • Achievements • Society • Impact <p>Link to achievements made by other individuals, such as explorers.</p>	<p align="center">“Pilgrimages”</p> <p>KS1 – Changes Within Living Memory <i>What changes have there been in transport in living memory?</i></p> <ul style="list-style-type: none"> • Achievements • Society • Impact <p>Links to Railways (Cycle D) topic in KS2, and George Stephenson study (Cycle D) and Holidays (Cycle D) in KS1.</p>	<p>“Great Outdoors”</p> <p>Geography Focus</p>
	<p>KS2 – Beyond 1066: Changing Power of Monarchs <i>What makes a significant monarch?</i> Compare early monarchs through Tudors and link to Elizabeth II (present day)</p> <ul style="list-style-type: none"> • Achievements • Society • Impact • Beliefs <p>Links to achievements of others (such as Romans, Anglo-Saxons etc.) and whether or not monarchs have greatest impact on Britain.</p>	<p>KS2 – Britain's Settlement by Anglo-Saxons & Scots. <i>What were the effects of Anglo-Saxon and Scot settlement in Britain?</i></p> <ul style="list-style-type: none"> • Achievements • Society • Beliefs • Housing <p>Compare with Romans and impact on Britain (Cycle C) and Mayan Civilisations (Cycle D)</p>	
B	<p align="center">“Tremendous Teesdale”</p> <p>KS1 – Local Significant Individuals <i>Why were John and Josephine Bowes significant to our area?</i> Study into the lives of the Bowes' and the Bowes Museum. Links to art and culture.</p> <ul style="list-style-type: none"> • Society • Achievements • Art and Culture • Entertainment 	<p align="center">“Across the Oceans” (“Great Achievers”)</p> <p>KS1 – Significant Event Beyond Living Memory/Significant Individuals <i>Were the journeys of Captain James Cook and Dr Nicholas Patrick significant?</i> Study of Captain James Cook and Dr Nicholas Patrick and the different ways they explored different areas (even in Space!)</p> <ul style="list-style-type: none"> • Achievements • Significance • Impact 	<p>“Marvellous Mountains”</p> <p>Geography Focus</p>

	<p>Link to changes in technology and toys (Cycle D) – cultural, societal comparisons.</p> <p>KS2 – Local Area Study <i>Was coal mining significant for Teesdale?</i> Study into coal mining and its effects on Teesdale. Look at local geography linked to mining, how miners and their families lived and what mining meant to and for the area.</p> <ul style="list-style-type: none"> • Significance • Achievement • Impact • Society • Housing • Community <p>Link to railways (Cycle D) – which was more significant for the area? Link to KS1 industrial revolution – changes to our area.</p>	<p>KS2 – Ancient Civilisations Overview of Ancient Civilisations followed by more detailed study of Ancient Egypt. <i>Did the Ancient Egyptians achieve anything significant?</i></p> <ul style="list-style-type: none"> • Entertainment • Achievements • Society • Housing • Beliefs <p>Compare to Romans (Cycle C) and Stone Age (Cycle C) as they were concurrent. Use themes for direct comparisons.</p>	
C	<i>“Invaders and Settlers”</i>	<i>“Children of the World”</i>	<i>“The Great Outdoors”</i>
	<p>KS1 – Changes Within Living Memory <i>What changes have there been to toys and technology in living memory?</i></p> <ul style="list-style-type: none"> • Achievements • Technology • Impact • Society/culture • Entertainment <p>Link to John and Josephine Bowes (Cycle B) due to cultural, societal comparisons.</p>	<p>KS1 – Local Area <i>How has farming changed our area?</i></p> <ul style="list-style-type: none"> • Achievements • Impact • Society • Technology • Community <p>Link to technology from KS1 (Cycle C) – different uses of technology. Coal mining in KS2 (Cycle B) – compare impact/significance for area. Prehistoric Britain in KS2 (Cycle C) – earliest farmers for chronological comparison.</p>	KS1 - Geography Focus
	<p>KS2 – Prehistoric Britain: Stone Age to Iron Age <i>How did Britain change during the Stone, Bronze and Iron Ages?</i></p> <ul style="list-style-type: none"> • Achievements • Entertainment 	<p>KS2 – Roman Empire and Impact on Britain <i>What did the Roman Empire do for us?</i> Bringing different people to Bowes! Looking at the international impact of the Empire.</p> <ul style="list-style-type: none"> • Achievements 	<p>KS2 – Ancient Greeks <i>Did the Ancient Greeks really have that much of an impact on the world?</i></p> <ul style="list-style-type: none"> • Achievements • Society

	<ul style="list-style-type: none"> • Society • Beliefs • Housing <p>Compare to Ancient Egypt (Cycle B) and Romans (Cycle C) – previous topic for direct comparison of themes concurrently.</p>	<ul style="list-style-type: none"> • Entertainment • Society • Beliefs • Housing <p>Compare to Ancient Egypt (Cycle B) and Stone Age to Iron Age (Cycle C) – next topic for direct comparison of themes concurrently.</p>	<ul style="list-style-type: none"> • Beliefs • Impact • Legacy <p>Compare to Romans (Cycle C) and Bronze Age (Cycle C) – Bronze Age people are known as the first real 'Greeks'.</p>
D	<p align="center">“Vikings”</p> <p>KS1 – Events Beyond Living Memory The industrial revolution. <i>How did the development of machinery help the industrial revolution?</i> The changing landscape of Britain, North East and our local area.</p> <ul style="list-style-type: none"> • Significance • Achievements • Society <p>Links to George Stephenson in KS1 (Cycle D) – next topic for direct links. Links to railways in KS2 (Cycle D) – how are the two linked?</p>	<p align="center">“Citizenship and Belonging”</p> <p>KS1 – Significant Individuals <i>How did George Stephenson help to change the North East?</i> Local event/individual and their impact nationally/internationally.</p> <ul style="list-style-type: none"> • Significance • Achievements • Society • Entertainment <p>Links to Railways (Cycle D) in KS2 and changes in transport (Cycle A) in KS1. Compare to Captain Cook (Cycle A) in KS1.</p>	<p align="center">“Olympics” (“Across the Oceans”)</p> <p>KS1 – Changes Within Living Memory <i>What changes have been made to holidays within living memory?</i> Road use and transport (local – A66) Why did people move to using cars?</p> <ul style="list-style-type: none"> • Achievements • Impact • Society • Entertainment <p>Link to transport changes (Cycle A) and railways (Cycle D) to effect of transport changes on holidays.</p>
	<p>KS2 – Viking and Anglo-Saxon Struggle for Kingdom of England <i>What causes and effects were there of Viking and Anglo-Saxon invasion?</i> The changing landscape of Britain, North East and our local area.</p> <ul style="list-style-type: none"> • Achievements • Society • Housing • Beliefs • Entertainment • Legacy <p>Compare to Maya (Cycle D) – later topic for direct comparison. Compare to Britain's Settlement of Anglo-Saxons/Scots (Cycle A)</p>	<p>KS2 – Beyond 1066/Local Area Study: Turning point – the first railways <i>What impact did the first railways have on the North East?</i> Think about local railways, including ones that are no longer in use.</p> <ul style="list-style-type: none"> • Significance • Society • Entertainment • Impact • Housing • Community <p>Compare to KS1 knowledge from changes in transport (Cycle A) and George Stephenson (Cycle B).</p>	<p>KS2 – Non-European Study <i>Were the Vikings more advanced than the Maya?</i> Learn about Maya and then use themes to compare to Vikings from earlier in the year.</p> <ul style="list-style-type: none"> • Beliefs • Society • Housing • Impact • Achievements • Legacy <p>Compare to Vikings (Cycle D) – earlier in year so direct comparison, of religion in particular.</p>

