

<p>This LTP is our response to the requirements of the National Curriculum 2014 for KS1 and KS2 pupils. Class 1 covers the first part of the KS1 curriculum with a programme which is repeated every year. Class 2 covers the second part of the KS1 curriculum and the beginning of KS2 with a two year rolling-programme Class 3 covers the remainder of the KS2 curriculum and follows a three year rolling-programme.</p>				
	Yr	Autumn	Spring	Summer
Class 1		<p>What does it take to be a great explorer? Learn about the exploits of a range of famous explorers and develop their knowledge of people lives at various points in the past.</p>	<p>How do we know so much about where Sappho used to live? The destruction of Pompeii. Introduce concept of studying the past to understand the present. How archaeologists go about obtaining evidence.</p>	<p>Why is the history of my locality significant? Understand the connections between local and national and international history. Historical place Historical event Historical person</p>
Y2/3	A	<p>How do our favourite toys and games compare with those of children in the 1960s? Gain a sense of the key events and people of 1960s. Consider continuity and change through investigation of toys then and now.</p>	<p>Who is the greatest history maker? To think about what it means when people in the past are referred to as having 'made history' or as 'history makers'.</p>	<p>Why was Charles sent to prison? Interpret range of historical evidence relating to life and times in Britain during period of the First World War.</p>
	B	<p>How did the lives of ancient Britons change during the stone age? Investigation for pupils to understand that, although for most of Stone Age things stayed the same, this period marked greatest change ever – the creation of permanent farming-based settlements and the birth of agriculture.</p>	<p>What is the secret of the standing stones? (Bronze Age Britain) To understand some key changes that occurred towards end of Stone Age – metal-smelting – Bell Beaker people. Reflect on why Bronze Age people constructed so many stone monuments.</p>	<p>How do artefacts help us understand the lives of people in Iron age Britain? Identify common features of hill forts and investigate their likely function. Creation of coinage and the first appearance of writing.</p>
Y4/5/6	A	<p>How did the arrival of the Romans change Britain?</p>	<p>Who were the Anglo-Saxons and how do we know what was important to them? Explore who they were, where they came from and the Battle of Hastings. Explore</p>	<p>What did the Vikings want and how did Alfred help to stop them getting it?</p>

	Explore the concept of invasion. Introduce Boudica – reflect on historical evidence compared with folklore. Hadrian and his wall.	evidence that suggests what their homes might have been like and structures of villages. Sutton Hoo.	An investigation to distinguish historical facts from myth folklore and legend. Consider longships and why horned helmets are associated with Vikings. Evaluate the life and achievements of King Alfred the Great.
B	Why did the ancient Maya change the way they lived? An investigation into different aspects of the Maya civilisation of Central America. Beginning with investigating present-day Maya to understand that Maya culture did not disappear – people just changed their way of life to accommodate change.	Why was winning the Battle of Britain in 1940 so important? An investigation to examine a wide range of historical sources to help 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.	What did King George VI mean when he said ‘The history of York is the history of England’? An investigation spanning a timeline of 1,600 years. Roman occupation of York Discovery in Coppergate of the ‘York Helmet’ How funds were raised to finance the construction of York Minster Battle of Marston Moor – the role of a dog called Boye The influence of the railway
C	How did a pile of dragon bones help to solve an ancient Chinese mystery? The Shang Dynasty. To understand that most of what the Shang left behind provides an insight into the ways of life of a tiny minority.- the wealthy and most privileged. To reflect on the qualities a monarch needs in order to rule effectively.	The story of the Trojan Horse: historical fact, legend or classical myth? To explore the causes and consequences of the 10-year Trojan War and to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse. To consider alternative viewpoints formed by modern-day historians.	Why did Britain once rule the largest empire the world has ever seen? To understand the establishment, expansion and decline of the largest empire the world has ever seen. Pupils assess the Commonwealth’s significance in the world today. Study the 14 British Overseas Territories located around the world – the responsibilities Britain still has to these nations – Falklands War