



Kensington Community Primary School History Long Term Plan - 2023-2024



	Autumn	Spring	Summer	
EYFS	Autumn 1 - Animals - David Attenbrough Autumn 2 - Space - Guion Bluford	Spring 1 - Arctic - Ernest Shackleton Spring 2 - National women's day - Emmeline Pankhurst	Summer 1 – Kings and Queens Summer 2 – Pirates/sea – Columbus and Grace O'Malley	
Year 1	How have the ways in which we communicate changed over time?? <i>Continuity and change</i>	Why are the achievements of Ibn Battuta and Neil Armstrong still remembered today? <i>Neil Armstrong can be rotated with Helen Sharman.</i> <i>Significance</i>	What happened to London during the fire of 1666? <i>Cause and consequence</i>	
Year 2	How similar and different were the reigns of Queen Elizabeth I and Queen Victoria? <i>Similarity and difference</i> <i>Significance</i>	What happened to the Titanic? <i>Local history study</i> <i>Cause and consequence</i>	How do we know about the Stone Age? <i>Opening worlds</i> <i>Evidential thinking</i>	The Neolithic Age <i>Opening worlds</i>
Year 3	How much did Ancient Egypt change over time? (Autumn 1) <i>Opening worlds</i> <i>Continuity and change</i> How similar and how different were Ancient Egypt and Ancient Sumer? (Autumn 2) <i>Opening worlds</i> <i>Similarity and difference</i>	How do we know about the Indus Valley civilisation? (Spring 1) <i>Opening worlds</i> <i>Evidential thinking</i> What did Greek city-states have in common? (Spring 2) <i>Opening worlds</i> <i>Similarity and difference</i>	What can historians learn from the sources from Ancient Greece? (Summer 1) <i>Opening worlds</i> <i>Evidential thinking</i> How did Alexander the Great conquer so much land? (Summer 2) <i>Opening worlds</i> <i>Cause and consequence</i>	

Year 4	<p>How much power did the senate have in the Roman Republic? (Autumn 1) <i>Opening worlds</i> <i>Similarity and difference</i></p> <p>What can sources reveal about Roman ways of life? (Autumn 2) <i>Opening worlds</i> <i>Evidential thinking</i></p>	<p>What kinds of knowledge about Roman Britain have historians been able to build from the sources? (Spring 1) <i>Opening worlds</i> <i>Evidential thinking</i></p> <p>What made each early Christian state special? (Spring 2) <i>Opening worlds</i> <i>Similarity and difference</i></p>	<p>What kind of change did Muhammad bring about in Arabia? (Summer 1) <i>Opening worlds</i> <i>Change and continuity</i></p> <p>How did worlds come together in Cordoba? (Summer 2) <i>Opening worlds</i> <i>Similarity and difference</i></p>
Year 5	<p>Why were there so many restless minds in Cordoba and in Baghdad? (Autumn 1) <i>Opening worlds</i> <i>Cause and consequence</i></p> <p>How have historians learned about Anglo-Saxon Britain? (Autumn 2) <i>Opening worlds</i> <i>Evidential thinking</i></p>	<p>How did the Vikings change England? (Spring 1) <i>Opening worlds</i> <i>Continuity and change</i></p> <p>What connections and similarities did the Norse peoples have with other peoples? (Spring 2) <i>Opening worlds</i> <i>Similarities</i></p>	<p>How did Angles, Saxons and Vikings shape England and Scotland? (Summer 2) <i>Opening worlds</i> <i>Continuity and change</i></p> <p>Local history study (Summer 2)</p>
Year 6	<p>How did the Blitz impact the city of Liverpool? <i>Local history study</i> <i>Cause and consequence</i></p>	<p>How do we know about the history of Benin? <i>Evidential thinking</i></p>	<p>How has crime and punishment changed over time? <i>Continuity and change</i></p>

