



The Woodland Federation of Peak District Schools

Long Term Plan for History KS2

2024-2025		
Term	Unit	Objectives
Autumn 1 Autumn 2	Geography Unit What was life like in Tudor England?	<ul style="list-style-type: none"> To interpret the character of Henry VIII using portraits and written sources To explore why Henry VIII had many wives using secondary sources To make deductions about power and punishment using a range of sources To extract evidence from primary sources about the Royal Progresses of Elizabeth I To reconstruct a Royal Progress using a range of primary sources To make deductions about the people in Tudor England using inventories To create a realistic inventory for a person living in Tudor times
Spring 1 Spring 2	Geography Unit Were the Vikings raiders, traders or something else?	<ul style="list-style-type: none"> To explain when and why the Vikings came to Britain. To evaluate Viking stereotypes using sources. To investigate the importance of Viking trading routes. To compare different versions of Viking sagas and create a saga. To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies. To evaluate achievements of the Vikings.
Summer 1 Summer 2	Geography Unit Would you prefer to have lived in the Stone, Bronze or Iron Age?	<ul style="list-style-type: none"> To recognise the chronology and significance of prehistory. To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. To use archaeological evidence to investigate the Bronze Age. To use deductions to explain how bronze transformed prehistoric life. To understand the importance of trade during the Iron Age. To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.

2025-2026

Term	Unit	Objectives
Autumn 1	Geography Unit	
Autumn 2	What was the impact of WW2 on the people of Britain?	<p>To understand the causes of World War 2.</p> <p>To understand how the Battle of Britain was won.</p> <p>To make inferences about the Blitz using images.</p> <p>To understand the emotions and experiences of children during the evacuation.</p> <p>To evaluate the accuracy and reliability of sources.</p> <p>To identify the impact of WW2 on women's lives.</p> <p>To explain why migrants come to Britain.</p>
Spring 1	Geography Unit	
Spring 2	British History: Why did the Romans Settle in Britain?	<p>To understand why the Romans invaded Britain.</p> <p>To create a visual interpretation of Boudicca.</p> <p>To understand how Roman soldiers were equipped for war.</p> <p>To understand Roman army battle formations.</p> <p>To make inferences about life in Roman times.</p> <p>To identify the Roman legacy in Britain.</p>
Summer 1	Geography Unit	
Summer 2	What can the census tell us about local areas?	<p>To explore the purpose and creation of a census.</p> <p>To create questions about Victorian children using a range of sources.</p> <p>To explore the jobs available in the past using the census.</p> <p>To make inferences about women's lives in the 1900s using the census.</p> <p>To investigate how the census changed by following the life of Evelyn Dove.</p> <p>To conduct an enquiry about my local area using the census.</p>

2026-2027

Term	Unit	Objectives
Autumn 1	Geography Unit	
Autumn 2	How did the achievements of the Ancient Maya impact their society and beyond?	<p>To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.</p> <p>To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.</p> <p>To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.</p> <p>To develop recording skills through exploration of Ancient Maya inventions.</p> <p>To make deductions about an Ancient Maya city by exploring archaeological evidence.</p> <p>To analyse historians' viewpoints on the decline of the Ancient Maya cities.</p>
Spring 1	Geography Unit	
Spring 2	What did the Greeks ever do for us?	<p>To understand where and when the ancient Greeks lived.</p> <p>To understand the importance of the Greek gods.</p> <p>To identify similarities and differences between Athens and Sparta.</p> <p>To understand how Athenian democracy worked.</p>
Summer 1	Geography Unit	
Summer 2	British History Local Area study & fieldwork - The Plague in Eyam	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Tudors)</p> <p>A depth study linked to one of the British areas.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Eyam Plague)</p>

2027-2028

Term	Unit	Objectives
Autumn 1	Geography Unit	
Autumn 2	How have children's lives changed?	<p>To identify the continuities and changes to children's lives using a range of sources.</p> <p>To investigate why Tudor children worked and what working conditions were like.</p> <p>To research and record the working conditions of Victorian children using reports and images.</p> <p>To evaluate Lord Shaftesbury's significance to children's lives.</p> <p>To explore the changes in children's leisure time using a range of sources.</p> <p>To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</p>
Spring 1	Geography Unit	
Spring 2	What did the Ancient Egyptians believe?	<p>To know when and where the ancient Egyptians lived.</p> <p>To explain the importance of the Egyptian gods and goddesses.</p> <p>To evaluate the challenges of building an Egyptian pyramid.</p> <p>To explain how and why the Egyptians mummified people.</p> <p>To make inferences about Egyptian beliefs, using primary sources.</p> <p>To evaluate significant ancient Egyptian beliefs.</p>
Summer 1	Geography Unit	
Summer 2	Unheard histories: Who should feature on the £10 banknote?	<p>To explain the significance of people on banknotes.</p> <p>To decide whether a person is historically significant.</p> <p>To evaluate the significance of historical figures.</p> <p>To explain the significance of William Tuke.</p> <p>To explain the significance of Mary Seacole.</p> <p>To evaluate the significance of sporting people.</p> <p>To evaluate the significance of historical figures.</p>