

# Opportunities to Write at Length in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>My Family History</b></p> <p><b>Additional:</b> Pupils write their own questions to ask the adults at home about living memory. Lesson 4</p>	<p><b>Local history</b></p> <p><b>Embedded:</b> Pupils write a simple explanation text answering the question, 'How has [my local community] changed over time?'. Lesson 6</p>	<p><b>European history: Prehistoric Britain</b></p> <p><b>Embedded:</b> Pupils write an explanation text answering the question, 'How did life for prehistoric Britons change from the Palaeolithic period to the Iron Age?'. Lesson 6</p>	<p><b>North American history: Ancient Maya</b></p> <p><b>Embedded:</b> Pupils write an explanation text answering the question, 'How was the ancient Maya civilisation similar and different to other civilisations?'. Lesson 6</p>	<p><b>European history: Ancient Rome</b></p> <p><b>Embedded:</b> Pupils write an explanation text answering the question, 'How did Ancient Rome change over time?'. Lesson 6</p>	<p><b>European history: Anglo-Saxons</b></p> <p><b>Embedded:</b> Pupils write an explanation text answering the question, 'What do sources tell us about Anglo-Saxon England?'. This can be completed as three shorter written responses in lessons 4 - 6 or as one longer piece of writing completed after lesson 6. Lessons 4 - 6 or Lesson 6</p>
Spring	<p><b>History of Transport</b></p> <p><b>Additional:</b> Pupils write an informative poster about animals or humans in space as an alternative to lesson's cloze task. Lesson 2</p> <p><b>Additional:</b> Pupils write a simple report on one of the important historical figures in transport that they've studied. Lesson 6</p>	<p><b>Great Fire of London</b></p> <p><b>Embedded:</b> Pupils write a simple explanation text answering the question, 'Why did the Great Fire of London spread so uncontrollably?'. Lesson 4</p>	<p><b>African history: Ancient Egypt</b></p> <p><b>Additional:</b> Pupils write the story of why Egyptians believed the pharaoh was half-human, half-god. Lesson 2</p> <p><b>Additional:</b> Pupils write an explanation text on the process of mummification. Lesson 3</p>	<p><b>Asian history: Early Islamic Civilisation</b></p> <p><b>Embedded:</b> Pupils write a persuasive letter to convince school leaders to continue teaching Year 4 pupils about the early Islamic civilisation next year. Lesson 6</p>	<p><b>European history: Roman Empire in Britain</b></p> <p><b>Embedded:</b> Pupils write an explanation text on how two cultures came together in Roman Britain. Lesson 4</p>	<p><b>European history: Viking age</b></p> <p><b>Embedded:</b> Pupils write a discussion text in response to the statement, 'The Vikings were all brutal raiders.' Lesson 6</p>
Summer	<p><b>Homes through Time</b></p> <p><b>Additional:</b> Pupils write a simple report on what they might see, hear, and smell in a prehistoric village. Lesson 6</p>	<p><b>Explorers</b></p> <p><b>Additional:</b> Pupils write a report about Sacagawea in the form of a fact file. Lesson 5</p>	<p><b>European history: Ancient Greece</b></p> <p><b>Embedded:</b> Pupils write an explanation text answering the question, 'What did the Greeks do for us?'. Lesson 6</p>	<p><b>European history: Local History</b></p> <p><b>Embedded:</b> Pupils write an explanation text answering the question, 'Why has [local individual or local feature] been important in [my local community]?'. Lesson 6</p>	<p><b>Global history: Quest for knowledge</b></p> <p><b>Additional:</b> Pupils write a report in the form of a fact file on a chosen civilization. or Pupils write a discussion text debating the return of foreign artefacts by British museums. Lesson 6</p>	<p><b>Global history: Power, empire and democracy</b></p> <p><b>Additional:</b> Pupils write an informative letter to their local MP or to the Department for Education summarising what they have learnt about British civil rights, explaining why they believe this to be valuable learning for all pupils. Lesson 6</p>