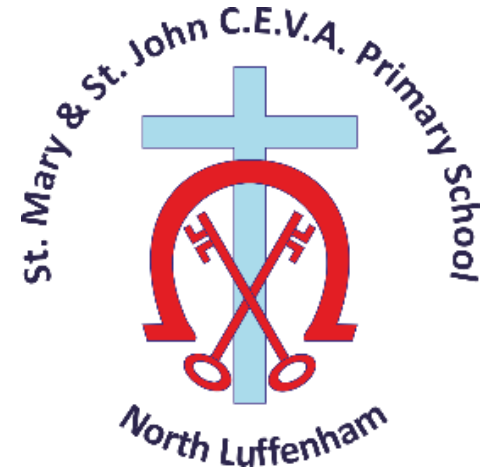
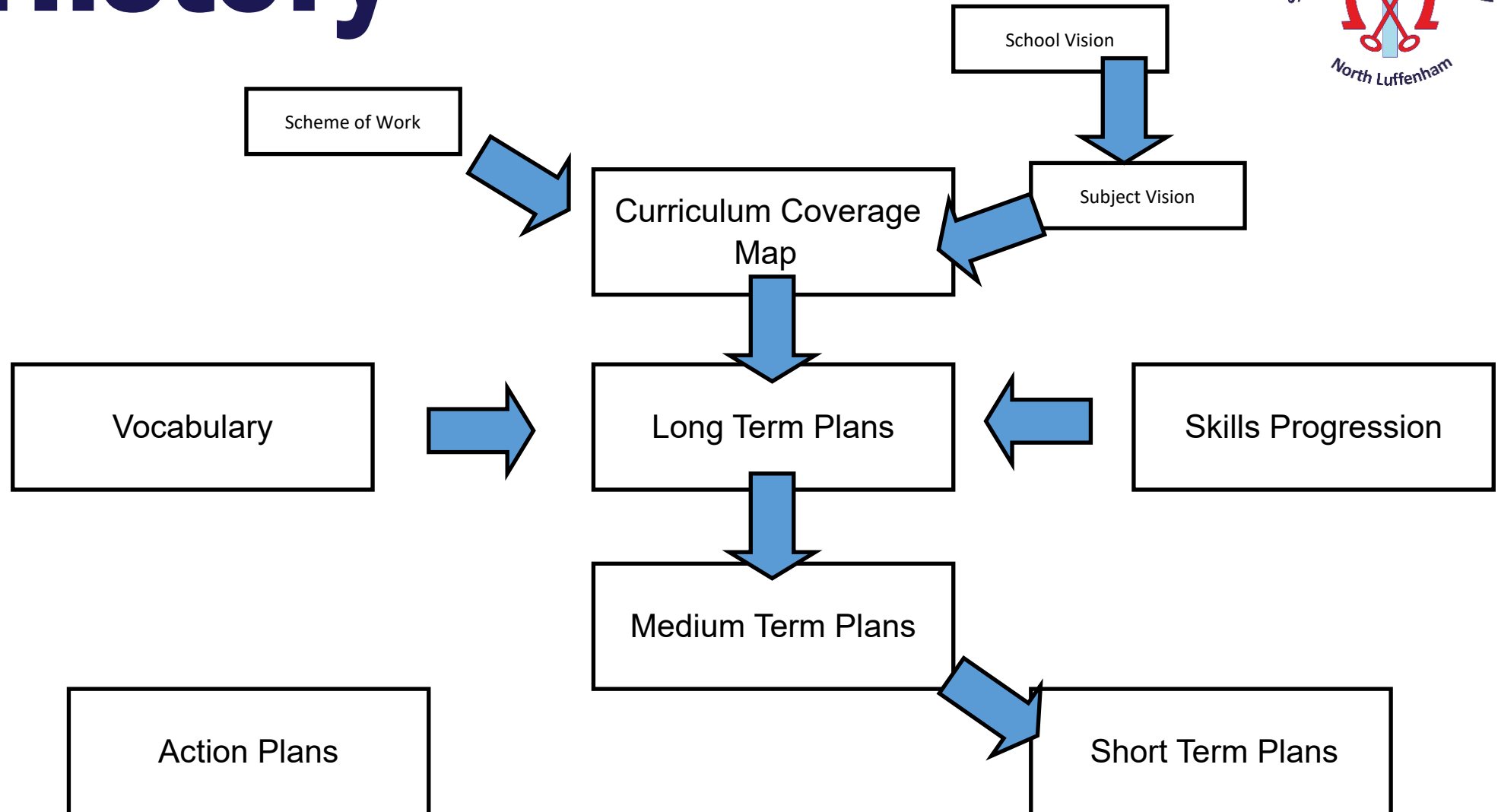
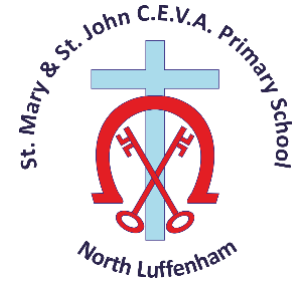


History



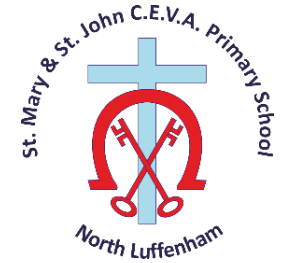
Includes: Curriculum Coverage Maps, Long Term Plans, Vocabulary Progression and Skills Progression

History



Curriculum Coverage Map

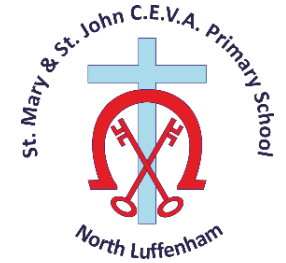
History (KS1)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Understanding the World: Past and Present					
Year 1		Changes in living memory		Events beyond living memory– The Great Fire of London		Lives of significant individuals Christopher Columbus vs Neil Armstrong
Year 2		Significant historical events– The Gun Powder Plot		Events beyond living memory– The Titanic		Lives of significant individuals Florence Nightingale Vs Edith Cavell

Curriculum Coverage Map

History (LKS2)

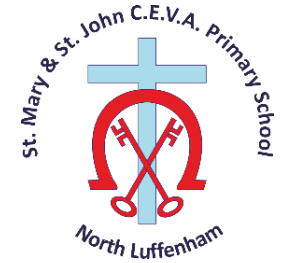


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	The Stone Age		The achievements of earliest civilizations- The Ancient Egyptians		The Anglo Saxons and The Scots	
Year 4	The Bronze Age		The Ancient Greeks		Viking and Anglo Saxon struggle for England	

Name:

Curriculum Coverage Map

History (UKS2)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	The Iron Age		The Romans		Local history study– The Tudors	
Year 6		The Roman Empire and it's impact on Britain		A non– European society that provides contrast with British history– early Islamic civilization, including a study of Baghdad c. AD 900		Crime and punishment from the Anglo Saxons to present day

Notes: 2024-2025 year 5s did not cover the Egyptians. Please can these be covered in Year 6.

Long Term Plan—Skills Progression Map—Second Order Disciplinary Concepts



History (EYFS and KS1)

	Continuity and Change	Cause and Consequence	Similarities and differences	Historical Significance	Historical Interpretation	Sources and Evidence
Reception	Identify that some things within living memory have changed and some things have stayed the same—growing up, changing teachers/ classrooms	Identifying that certain choices have a consequence to them – building a castle/ wearing armour will make you safer etc.	Recognise some similarities and differences between the past and the present.	Understanding that some events and people from history are important because they have achieved something or had an effect	observe and use pictures, photographs and artefacts to find out about the past;	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event
Year 1	Identify that changes have happened in history that can impact today. (The Great Fire of London) Identify these changes can be	Identifying that certain events and individuals have had major consequences in history. (The Great Fire of London)	Identify that some things within living memory are similar and some things are different. (Changes in living memory)	Identifying why certain people/events are significant in history – achievements, impact etc. (The Great Fire of London)	Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.	- observe or handle evidence to ask simple questions about the past; (Changes in living memory) .
Year 2	Identify that changes throughout history have had important consequences. (The Gun Powder Plot) Understanding why some things have stayed the same (The Titanic)	Identifying how events from history are so significant that they are remembered each year. (The Gun Powder Plot) Identifying that certain events and individuals have had major consequences in history (The Gun Powder Plot)	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. (The Gun Powder Plot)	Identifying that certain individuals and events have had an impact locally, nationally and internationally . (The Gun Powder Plot)	Start to understand that there can be different versions of the same event from the past. (The Gunpowder Plot).	Analyse a variety of artefacts/ objects to infer about an individual or even (The Gun Powder Plot) Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.

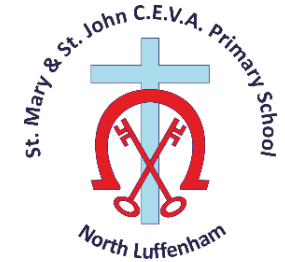
Long Term Plan—Skills Progression Map-Second Order Disciplinary Concepts



History (LKS2)

	Continuity and Change	Cause and Consequence	Similarities and differences	Historical Significance	Historical Interpretation	Sources and Evidence
Year 3	<p>Identifying the continuity and changes throughout a period of time eg.</p> <ul style="list-style-type: none"> Housing (Stone Age) Uses of resources (Ancient Egypt) Society (Saxons) Beliefs 	<p>Identifying what caused the shift in a period of time, communicating the reasons for it and the impact on life</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. (Ancient Egypt) (Anglo Saxons)</p> <p>Identify and give some examples of how life was similar in the past (All)</p>	<p>Identifying why advancements in a time period were significant to the development of human life and survival. (The Stone Age)</p>	<p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence (The Stone Age)</p>	<p>Understanding the difference between primary and secondary sources .(The Stone Age)</p> <p>Identifying primary and secondary sources.– art facts, books, internet etc. (The Stone Age)</p>
Year 4	<p>Identifying the continuity and changes throughout a periods of time. Eg</p> <ul style="list-style-type: none"> Housing (Bronze Age) Food Society Beliefs 	<p>Identifying the major causes of advancement in a period of time and how these impacted globally. (Bronze Age)</p>		<p>Identifying why advancements in a time period were significant to the development of Britain . (Bronze Age, Ancient Greeks)</p>	<p>Identify why interpretation of these sources is critical to our understanding of the past (Bronze Age, Ancient Greeks)</p>	<p>Questioning the validity of sources and contradictions (Bronze Age, Ancient Greeks)</p>

Long Term Plan—Skills Progression Map-Second Order Disciplinary Concepts

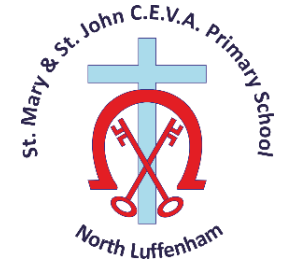


History (UKS2)

	Continuity and Change	Cause and consequences	Similarities and differ-	Historical Significance	Historical Interpretation	Sources and evidence
Year 5	Understand and describe in some detail the main changes to an aspect of a period in history. (Iron Age)	Identifying that one event can have multiple effects (Romans) Identifying the effects and influence of a civilizations achievements on the Western world (Iron Age) Identifying the causes and effects of invasions on Britain. (Iron Age)	Explain and give varied examples of how life was similar and different in the past. (Iron Age)		Understand that there are different interpretations of the same event and write from both viewpoints. (Romans) Consider that bias can play a part in interpretation. (Tudors) Explain why interpretations can change in light of new evidence. (Tudors)	Identify why the amount of written primary sources varies depending on individual time periods. (Iron Age) Use sources to interpret viewpoints, including bias. (The Romans)
Year 6	Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. (Romans)	Consider why inventions made in the past are still used today. (Romans) Identify the effect on inventions and customs on today's world as either a positive or a negative. (Romans)	Explain and give examples to show that things may have been different from place to place at the same time. (Romans) Start to give reasons for these similarities and differences. (Romans)	Identify the significance of the achievement of a civilization and how they impact on our lives today. (Romans)	Consider the achievements of more than one civilization and make a judgement on their significance—which is more impressive and why. (Romans)	Use sources and evidence in a debate. (Romans) Use sources of evidence as a basis for an opinion. (Romans) Begin to make references to evidence as justification

Long Term Plan

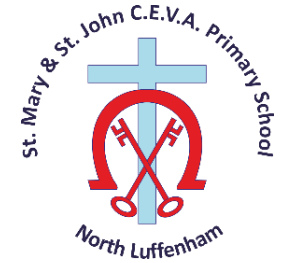
History (Reception)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p>											
Spring Term							<p>ELG: Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>					
Summer Term	<p>ELG :Past and Present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>											

Long Term Plan—Vocabulary

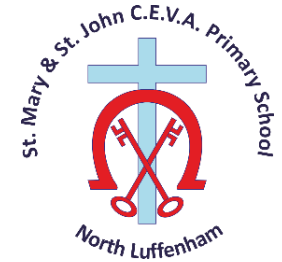
History (Reception)



<u>Time specific vocabulary</u>	<u>Unit specific vocabulary.</u>
Today	Parent
The present	Grandparent
The past	Photos
Day	Toys
Long Ago	Christening
	Similarities
	Differences
	Change
	Baby

Long Term Plan– National Curriculum Coverage

History (Year 1)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term							<p><u>Life between 1940 and 2023</u></p> <ul style="list-style-type: none"> Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life. 					
Spring Term							<p><u>The Great Fire of London</u> (anniversaries).</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (for example, the great fire of London, the first aeroplane flight or events commemorated through festivals or anni- 					
Summer Term							<p><u>Christopher Columbus Vs Neil Armstrong</u></p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 					

Long Term Plan—Vocabulary

History (Year 1)



<p><u>Life between 1940 and 2023</u></p> <p><u>Time Specific Vocabulary</u></p> <p>Before After Then Now</p> <p>Recent Famous Event Past</p> <p>Timeline Living Memory</p> <p><u>Unit Specific Vocabulary</u></p> <p>House design Features Rosa Parks King George VI Queen Elizabeth II King Charles III King Queen Rights Fair/ unfair tin bath Luxuries The cane technology curriculum Equality segregation</p>	<p><u>The Great Fire of London</u></p> <p><u>Time Specific Vocabulary</u></p> <p>Before After Then Now</p> <p>Recent Famous Event Past</p> <p>Timeline Living Memory</p> <p><u>Unit Specific Vocabulary</u></p> <p>Modern London Thomas Farriner 17th century London King Charles II Samuel Pepys Diary Rebuilt St Paul’s Cathedral Sir Christopher Wren King Charles II Pudding Lane</p>	<p><u>Christopher Columbus Vs Neil Armstrong</u></p> <p><u>Time Specific Vocabulary</u></p> <p>Before After Then Now</p> <p>Recent Famous Event Past</p> <p>Timeline Living Memory</p> <p><u>Unit Specific Vocabulary</u></p> <p>NASA Rocket Space Astro- naught Moon Space Race Explorer Voyage Adventure Discovery Santa Maria Ameri- ca New World Settlement</p>
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Medium Term Plan– Autumn Term 2

History Year 1 - Changes in living memory



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Thread	Settlements	Lifestyle and Culture	Lifestyle and Culture	Beliefs & Conflicts Democracy	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Continuity and change	Similarities and differences	Sources and Evidence	Historical significance	Cause and consequence
Enquiry Questions	How have homes changed since the 1940s?	What toys did our grandparents play with?	How do we know what school used to be like?	How are our lives different from the lives of people in the past?	What has changed since our grandparents were children?
Substantive knowledge (Key Knowledge)	<p>Introduce the concept of chronology—then, now, sequencing events, how to use a timeline.</p> <p>Look at different homes and their features since the 1940s to now. Discuss how domestic tasks once done by hand are now commonly done by appliances. Look at changes in the materials used to build homes today.</p> <p>Task– Sort pictures of features into a table—now/in the past.</p> <p>Challenge– What do these changes mean for us? Good/bad.</p>	<p>Look at toys that the class like to play with now. Look at artefacts/ photos of toys that their grandparents like to play with.</p> <p>Compare and contrast the types of toys, materials they are made from, changes in technology, more interactive, toys inspired by TV programmes.</p> <p>Task—order toys on a timeline.</p> <p>Draw and label your favourite toy.</p>	<p>Talk about/ show different sources we can use to find out about the past (photos, video, interview).</p> <p>Get grandparents/ parents in to talk about how school was different in their day.</p> <p>Task- Ask the children to think of a question they would like to ask about this.</p> <p>Challenge- Which source taught us the most?</p>	<p>Talk about changes in society—the roles of men and women. Boys and girls learned different subjects at school—was that fair?</p> <p>To recognise that there were reasons why people acted differently in the past.</p> <p>Look at the change in monarchs in the last 75 years.</p>	<p>Look at the overall changes from when their grandparents were children to now, e.g. school, homes and home life, toys, technology etc.</p> <p>Task - Chn to give some of the main changes—communicate what they have learned by drawing, audio recording or role play.</p>

Medium Term Plan– Spring Term 2

History Year 1 - The Great Fire of London



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Lifestyle and Culture	Beliefs	Leadership and Democracy	Settlements	Compare	
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz	
Second order disciplinary concepts	Similarities and differences	Cause and consequence	Historical interpretation	Continuity and change	Sources and Evidence	
Enquiry Questions	What was British life like in 1666?	What caused the Great Fire of London?	Did the King do a good enough job to stop the fire?	How did London change after the Great Fire of London?	What was firefighting like in London in 1666 compared to today?	
Substantive knowledge (Key Knowledge)	Things to look at Jobs Hobbies Transport Daily life Compare this to life today.	Learn the story of the Great Fire of London. Who's fault was it and why? How could this have been avoided?	The king's reaction/ emotions/ thoughts to the fire. What the king did to help. Debate the enquiry question	What were houses made out of before and after. How were the streets set out before and after? Were these changes good or bad? Why? Challenge- How did the way they were built before, contribute towards to fire?	Look at tools and methods of fire-fighting in both 1666 and today. Look at who did the job then and now. Which was better and why?	

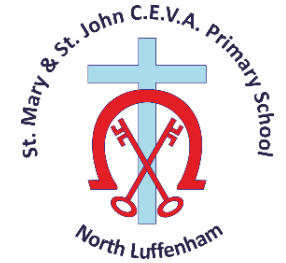
Medium Term Plan– Summer Term 2

History Year 1 - Lives of significant individuals– Christopher Columbus vs Neil Armstrong

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Beliefs	Lifestyle and Culture	Conflicts	Settlements	Compare	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Historical interpretation	Cause and consequence	Historical significance	Sources and Evidence	Similarities and differences	Continuity and change
Enquiry Questions	Do You think Columbus' expedition was a success?	What makes people to want to go on an expedition?	Why was the space race so important?	Which type of vessel would you prefer to travel in?	What equipment might you need to take on an expedition?	How has expedition clothing changed over the years?
Substantive knowledge (Key Knowledge)	Learn the story of Christopher Columbus' expedition. Decide what went well with the expedition and what didn't go so well.	Look deeper into what an expedition is and different types of expedition eg space, sea, mountain, arctic etc. Think about why people do/ have done these and what has come from it.	Teach the children about what the space race was. Learn about Neil Armstrong and his voyage to the moon. Look at reasons why it was important to be the first on the moon (to show they were more powerful/ technically advanced)	Look at the type of ship that Christopher Columbus would have used on his voyage and its features. Do the same with Neil Armstrongs Rocket.	Give the children a choice of expeditions. Look at some of the equipment that Columbus and Armstrong would have taken on their expedition. Tick the things that you would need to take on yours. Challenge– Explain why you would need these items.	Have pictures of clothing that Columbus and Armstrong wore on their voyages and pictures of the clothes that are worn today. Colour the things that have changed in red and colour the things that have stayed the same in green. Challenge– Explain why you think these have changed.

Long Term Plan– National Curriculum Coverage

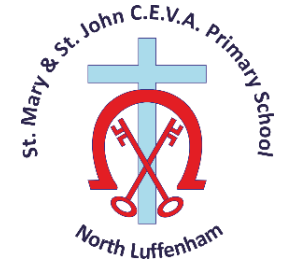
History (Year 2)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term							<p><u>The Gunpowder Plot.</u></p> <ul style="list-style-type: none"> Significant historical events, people and places 					
Spring Term							<p><u>The Titanic</u> versaries).</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (for example, the great fire of London, the first aeroplane flight or events commemorated through festivals or anni- 					
Summer Term							<p>Florence Nightingale Vs Edith Cavell</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 					

Long Term Plan—Vocabulary

History (Year 2)



<p><u>The Gun Powder Plot</u></p> <p><u>Unit Specific Vocabulary</u></p> <p>Guy Fawkes Gun powder Plot</p> <p>London Houses of Parliament</p> <p>Gunpowder Catholic</p> <p>Protestant Treason</p> <p>King James I Mary Queen of Scots</p> <p>Queen Elizabeth I Bonfire Night</p> <p>5th November Fireworks</p> <p>Treason Religion Thomas Percy</p> <p>Robert Catesby</p>	<p><u>The Titanic</u></p> <p><u>Unit Specific Vocabulary</u></p> <p>Iceberg Captain Passenger</p> <p>Unsinkable Lifeboat Voyage</p> <p>Engines Crew Luxury Ocean</p> <p>Capacity Navigate Wreckage</p> <p>Survivor Disaster Collision</p> <p>New York Distress call Carpathia</p> <p>Wireless operator</p>	<p><u>Florence Nightingale Vs Edith Cavell</u></p> <p><u>Unit Specific Vocabulary</u></p> <p>Care Hospital Soldier</p> <p>Cleaning Lady of the Lamp</p> <p>Charity God Injured</p> <p>Crimean War Medal Lamp</p> <p>Red Cross Turkey Nurse</p> <p>World War I War Escape</p> <p>Arrest Execution Treason</p> <p>Patriot</p>
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Medium Term Plan– Autumn Term 2

History Year 2—Significant historical events– The Gunpowder Plot



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 4	Lesson 5
Thread	Compare and Settlements	Leadership and Democracy	Conflicts	Beliefs	Lifestyle and Culture	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	End of Unit Quiz
Second order disciplinary concepts	Similarities and differences Sources and evidence	Historical significance Sources and evidence	Cause and Consequence Sources and evidence	Historical interpretation Sources and evidence	Continuity and change Sources and evidence	Written and oral expression
Enquiry Questions	How was life different in 1605 when Guy Fawkes was alive?	Was King James I a good leader?	Was Guy Fawkes a hero or Villain?	Why do we remember the 5th of November?	How has life changed because of Guy Fawkes and the plot?	
Substantive knowledge (Key Knowledge)	Who was Guy Fawkes? Compare what life was like in 1605 to life now. What was the Gunpowder plot? Who are the Catholics and what do they believe?	Who was King James 1 and when was he king? How did King James 1 feel about Catholics? Why did this upset Guy Fawkes?	Why did Guy Fawkes think he was doing the right thing? Why King did King James 1 think he was doing the right thing?	How do we remember the gunpowder plot?	How have things changed since the events of the gunpowder plot? How have things changed for Catholics ?	Assessment task— Chn show what they know about James I, Guy Fawkes and the Gunpowder Plot. Communicate their knowledge and understanding through their preferred means of expression, e.g. writing, drawing, role play, audio recording.

Medium Term Plan– Spring Term 2

History Year 2—Events beyond living memory – The Titanic



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Lifestyle and Culture	Settlements	Leadership and Democracy	Beliefs	Compare	
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz	
Second order disciplinary concepts	Historical significance	Historical interpretation	Cause and Consequence	Similarities and differences	Continuity and change	
Enquiry Questions	Why did people want to go on the Titanic?	Did everyone enjoy the same trip?	Whose fault was it?	Should women and children have been saved first?	How are things done differently since the Titanic tragedy?	
Substantive knowledge (Key Knowledge)	<p>Explain what the Titanic was and why it was so special.</p> <p>Why people went on it, Holidays, Biggest ship in the world, Status, Travel to America, to be one of the first people on it, Other reasons.</p> <p>Why would you want to go on it (if it hadn't crashed)?</p>	<p>Learn about the different classes of people on the ship.</p> <p>How was life different in each class/ how were they treated differently?</p> <p>Why were they treated differently?</p> <p>Was this fair?</p>	<p>White star line– who built the ship but cut cost by not providing enough life boats.</p> <p>Wireless operator– Ignoring iceberg warnings</p> <p>Captain– for putting engines in reverse.</p> <p>Anyone else?</p>	<p>Compare women, men and children and why they would have thought that this was the best choice at the time.</p>	<p>Look at how ships are built differently/ resources on a ship.</p> <p>Ways things are done.</p> <p>What has stayed the same and why?</p>	

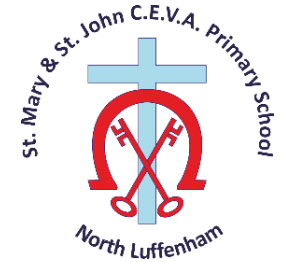
Medium Term Plan– Spring Term 2

History Year 2—Lives of significant individuals– Florence Nightingale and Edith Cavell

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Lifestyle and Culture	Conflict	Leadership and Democracy	Settlements	Compare	Beliefs
Assess-ment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Historical significance	Historical interpretation	Cause and Consequence	Continuity and change	Similarities and differences	Historical interpretation
Enquiry Questions	Who were Florence Nightingale and Edith Cavell?	How did both nurses show bravery?	Why are Florence Nightingale and Edith Cavell remembered as heroes?	How have hospitals changed because of Florence Nightingale?	How different were Florence Nightingale and Edith Cavell ?	Why is it important to remember people like this?
Substantive knowledge (Key Knowledge)	Look in detail about who each of these women were and what they did and how they helped people.	Recap what each of these nurses did. Discuss why it was brave of each of them to do what they did eg– work in the midst of war, going against the german army (EC), going against normal practices (FG), Going against what her family wanted (FG)	Look at what they both did and how it saved lives then and now. Challenge– Who do you think was the bigger hero? Why	Hygiene More medicine Toilets More beds Better food Look at hospitals then vs now. Noticed the differences mentioned above. Why were these changed? Is there anything that has stayed the same?	Find similarities and differences between thenurses: Jobs Wars they were involved in Conditions they worked in Achievements Characteristics eg caring , brave etc	Talk about how history is important because it helps us to learn from mistakes and develop a better future. People like this help us to develop technology and practices. If we didn't remember them we would keep making the same mistakes.

Long Term Plan

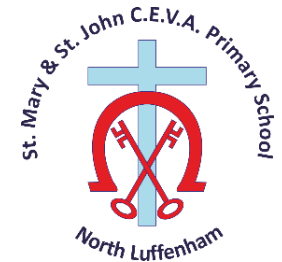
History (Year 3)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Changes in Britain from the Stone Age to the Iron Age- Late Neolithic hunter – gatherers and early farmers. Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison to modern day life.											
Spring Term	The achievements of earliest civilizations– an overview of where and when the first civilizations appeared and a depth study- Ancient Egypt- Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison.											
Summer Term	Britain's settle by Anglo– Saxons and Scots. <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 • Scots invasion from Ireland to north Britain (Now Scotland) 						<ul style="list-style-type: none"> • Anglo Saxon invasions and Kingdoms: Place names and village life. • Anglo Saxon art and culture • Christian Conversion 					

Long Term Plan—Vocabulary

History (Year 3)



<u>The Stone Age</u>	<u>Ancient Egypt</u>	<u>The Anglo Saxon Vs The Scots</u>				
<p><u>Unit Specific Vocabulary</u></p> <p>Settlements Neolithic Mesolithic prehistoric Cave art Domesticated animals Early man Farmer Fire Nomad/ nomadic Stone Tools Animal Skin Shelters Stone Henge Tomb</p> <p>Stone Age Palaeolithic Hunter Gatherer Prehistory Cavemen Elders Spiritual Powers Conflict Resources Raids Land</p>	<p><u>Unit Specific Vocabulary</u></p> <p>Earliest Egypt The Nile Horus Osiris Sekhmet Cartouche Culture</p> <p>Civilisation Hieroglyphic Pharaoh Thoth Anubis Ra Silt</p> <p>Ancient Irrigation Tomb Ma'at Hathor Amun BC</p>	<p><u>Unit Specific Vocabulary</u></p> <p>Britain The scots King Vortigern Horsa Britons Northumbria Wessex</p> <p>Anglo-Saxons Picts Hengest Jutland Invaders Essex Sussex</p> <p>Mercia Kent</p> <p>East Anglia</p>				
<p><u>General Vocabulary</u></p>						
Chronology	Chronological	Timeline	artefact	sources	primary source	secondary source
Era	similarity	difference	Change	Continuity	Cause	Consequence
Historical significance	Historical Interpretation	Artefact	Debate			

Medium Term Plan– Autumn Term 1

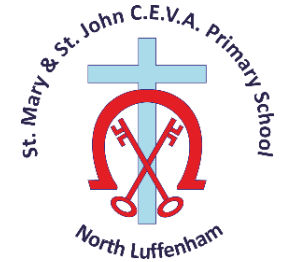
History (KS2) - The Stone Age (Year 3)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlements	Lifestyle and Culture	Beliefs	Leadership and Democracy	Conflict	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Continuity and Change	Historical Significance	Sources and Evidence	Historical Interpretation	Cause and Consequence	Similarities and Differences
Enquiry Questions	Did the people of the Stone Age live in houses?	How did the people of the Stone Age leave their mark on history?	Did religion exist during the Stone Age?	Who made the best leaders of the Stone Age.	What upset the people of the Stone Age?	How is life in the UK today similar to the lives of the Stone Age people?
Substantive knowledge (Key Knowledge)	Settlements of early stone age people. (Nomadic, animal skin shelters and caves) How to settlements changed to farms. What stayed the same and what changed	Stone Age art How this shows how they used their surroundings to survive	What evidence is there to show that the Stone age people had religious beliefs (Look at primary and secondary sources– stone henge, tombs, paintings, henges, artifacts, books, internet. How reliable are these? Why? (Primary/ secondary sources)	Consider different types of leaders during this time–strongest hunters, wisest elders, people who are perceived as having spiritual powers. Debate/ balanced argument Why is it difficult to know this? (limited primary sources and written evidence)	Hunter gatherer conflicts over land, food, resources. Farmers conflicts over raids, animals and land. How did this impact on their lives?	Find the similarities and differences of the lives of people in the Stone Age vs our lives in the UK today eg- settlements, how food is obtained, clothing, pets, beliefs, leadership and conflicts.

Medium Term Plan– Spring Term 1

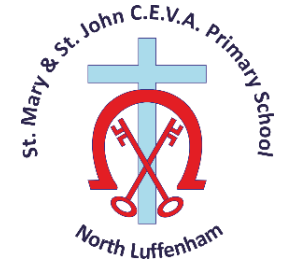
History (KS2) - The Ancient Egyptians (Year 3)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlements	Leadership and Democracy	Beliefs	Lifestyle and Culture	Conflict	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Similarities and Differences	Historical Interpretation	Sources and Evidence	Historical Significance	Cause and Consequence	Continuity and change
Enquiry Questions	What were the first civilizations settlements like?	Who was the most important Egyptian?	Did the Ancient Egyptians believe in one God?	How did the people of the Ancient Egyptians leave their mark on history ?	Why did the Ancient Egyptians go to war?	Is the River Nile still useful ?
Substantive knowledge (Key Knowledge)	Where and when the first civilizations appeared (Ancient Egypt, Indus Vally, Sumer and Shang Dynasty. Similarities and differences of each. Why did they settle there?	Pharaohs and why they so well known. (Tutankahmun , Ramses II, Cleopatra VII) Explain these were not the only ones,there were lots. Come to the conclusion that it is difficult to know due to being opinion based. Who do you think? Why?	Different Gods Afterlife and Mummification How do we know? Sources and evidence- Special burial sights for Pharos which changed over time (pyramids of Giza, Tombs in the vally of the kings)	Hieroglyphics What do these tell us about their lifestyle and culture? -Society/ hierarchy	Building their empire and why they wanted to do this. Which places were in the Egyptian empire. The end of the Egyptian empire.	How the Ancient Egyptians used it eg trade, food, travel, irrigation, growing certain plants/ food, Which of these uses are still in place today? Things that have changed -Aswan Dam, tourist attraction

Medium Term Plan– Summer Term 1

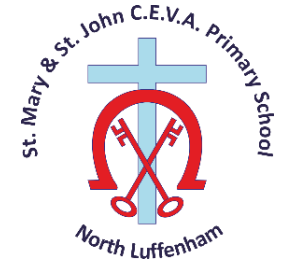
History (KS2) - The Anglo Saxons and The Scots (Year 3)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Conflict	Settlements	Leadership and Democracy	Beliefs	Lifestyle and Culture	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Cause and Consequence	Historical Significance	Continuity and change	Sources and Evidence	Historical Interpretation	Similarities and Differences
Enquiry Questions	How did the Anglo Saxon era begin?	How did the Saxons influence our locality?	How has leadership changed since the Dark Ages?	Who's at Sutton Hoo?	What was life like in the Dark Ages?	How were the Saxons and Scots similar and different?
Substantive knowledge (Key Knowledge)	Learn the story of where the Anglo Saxons came from, when and why they came to England and why they stayed. Retell it. Answer main question	Learn about the names of villages and their meanings. Look at local maps and determine which villages were inhabited and named by the Anglo Saxons.	Learn about how Britain was split into kingdoms and ruled by a number of different people at the same time and why. Identify the kingdoms on a map. Learn about the hierarchy of society in these times. Was this a good way to rule?	Learn about what and where Sutton Hoo is. Look at the artifacts that were discovered there and use these to ask and answer questions about who was buried there. Could it have been a king, than or peasant?	Learn about homes/ village set up (see ks2 resource pack:- Anglo Saxons and Vikings) Jobs Past times eg Hobbies, games, sports story telling, riddles	Consider: Where they originated from. Settlements Leadership Beliefs Lifestyle and culture.

Long Term Plan

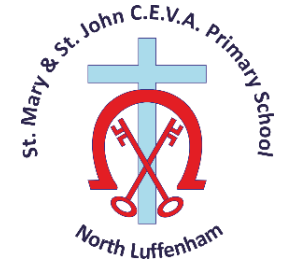
History (Year 4)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Changes in Britain from the Stone age to Iron age– Bronze Age– Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison to the Stone Age.											
Spring Term	Ancient Greece– A study of Greek life and achievements and their influence on the western world- Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison.											
Summer Term	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor—Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison.											

Long Term Plan—Vocabulary

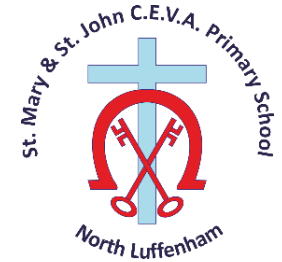
History (Year 4)



<u>The Bronze Age</u> <u>Unit Specific Vocabulary</u> Metal Copper Round House Smelting Tin Village Amber Farms Body of Water Beaker People Long Boats Manufacturing Trade Temples Bronze Furnishings Round Barrows Grave Goods Bush Barrow War Chariots Tamed horses Weapons Kingdoms and States Materials Wattle and Daub	<u>Ancient Greece</u> <u>Unit Specific Vocabulary</u> Athenians Spartans Boule Ekklesia Dikasteria parliament democracy government City States Independent Legacy	<u>The Anglo Saxon Vs The Vikings</u> <u>Unit Specific Vocabulary</u> Raider Pagan Trader Rituals Settler Vikings Invaision Scandinavia Long boat Norse People Colonisation Invaders Alliances Alfred the Great				
<u>General Vocabulary</u> Chronology Chronological Timeline artefact sources primary source secondary source Era similarity difference Change Continuity Cause Consequence Historical significance Historical Interpretation						

Medium Term Plan– Autumn Term 1

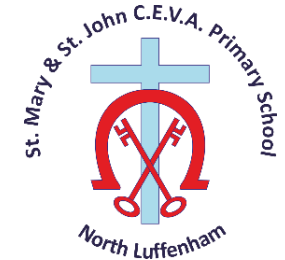
History (KS2) - The Bronze Age (Year 4)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlements	Lifestyle and Culture	Beliefs	Leadership and Democracy	Conflicts	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Continuity and change	Historical significance	Sources and Evidence	Historical interpretation	Cause and consequence	Similarities and differences
Enquiry Questions	Did people of the Bronze Age live in houses?	How did the people of the Bronze Age leave their mark?	Did the people of the Bronze Age believe in God?	How do we know who was in charge?	How did conflicts help to develop the world?	How was the Bronze Age similar to the Stone Age?
Substantive knowledge (Key Knowledge)	<p>Start of BA most lived in villages or on farms.</p> <p>House materials</p> <p>Round houses</p> <p>Villages build on land surrounded by body of water.</p> <p>How has this continued/changed from stone age? Why?</p>	<p>Travelled in long wooden boats from Europe to Britain.</p> <p>Brought over people, animals and trading goods</p> <p>Introduction of bronze</p> <p>How did this help to develop Britain?</p>	<p>Look at a variety of sources that could show Bronze Age beliefs. Eg pictures of temple buildings in the mediterranean region, valuable metal objects etc</p> <p>Why should/ shouldn't we believe these sources of evidence?</p>	<p>Power was shown by furnishings of burials. Round barrows and grave goods.</p> <p>Show pictures of these (including Bush Barrow) and decide who was the most important. Why?</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>Why people fought in this time period.</p> <p>Good things that come from the fighting—</p> <p>New technology was made eg learned how to tame horses, war chariots, Bronze weapons.</p> <p>-Kingdoms and states were made eg Sumer, Babylonia, Mesopotamia and Athens.</p>	<p>Compare and contrast settlements, lifestyles, beliefs, rulers and reasons for conflicts with the Stone Age.</p>

Medium Term Plan– Spring Term 1

History (KS2) - The Ancient Greeks (Year 4)

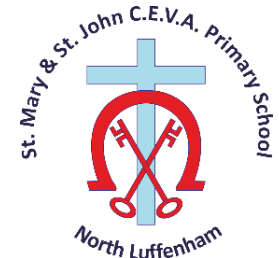


	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Beliefs	Settlements	Lifestyle and Culture	Leadership and Democracy	Conflicts	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Sources and Evidence	Continuity and change	Similarities and differences	Historical interpretation	Cause and consequence	Historical significance
Enquiry Questions	Did the Ancient Greeks believe in God?	How did Ancient Greek settlements change ?	Was everyone equal in Ancient Greece?	What can we learn from the Ancient Greeks about leadership?	Who had the better fighters? Sparta or Athens	How did the Ancient Greeks impact on life today?
Substantive knowledge (Key Knowledge)	Variety of Gods and goddesses who had control over all aspects of life. Temples (Different one in each city for a different God) Sanctuaries How do we know this? How valid is this evidence? What might be the problem with trusting this?	Greek States/ polis– Different ones represented different things, focused on a certain God. Greek colonies– why this change needed to happen.	Greek society How was life similar/ different for different people in society eg men and women, slaves. Was this different in different states?	4 most common systems of government: Democracy, Monarchy, Oligarchy, Tyranny. Why is it important that we learn from this?	Training Army/ Navy What impact did this have on other parts of the world eg colonising other places.	Olympics How they started How they have changed Its impact on the world.

Medium Term Plan– Spring Term 1

History (KS2) - The Viking and Anglo Saxon struggle for England

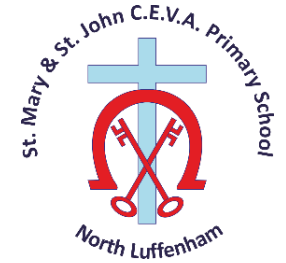
(Year 4)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlements	Lifestyle and culture	Conflicts	Beliefs	Leadership and Democracy	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Historical interpretation	Sources and Evidence	Cause and consequence	Continuity and change	Historical significance	Similarities and differences
Enquiry Questions	Raiders, traders or Settlers?	Can you believe everything you hear?	Did the Saxons and Vikings get on?	Were the Anglo Saxons and Vikings religious?	Alfred the Great. How great was he?	How similar were the Saxons and Vikings?
Substantive knowledge (Key Knowledge)	<p>Look at how the Vikings came to the UK , where they came from and why they came here.</p> <p>Look at what they did when they got here– raiding and colonising.</p> <p>Then explore how they were also traders, settlers and farmers with a highly developed artistic culture and legal system.</p>	<p>Recap what you already know about the Vikings.</p> <p>Get the chn to draw a picture of the Vikings</p> <p>Look at different sources about the Vikings.</p> <p>Discuss how the horned helmets are a misconception and why this is.</p> <p>Draw new image of Vikings and bullet point ideas to answer question.</p>	<p>Look at the complex relationship between the two had over time. Eg -initial invasion and colonisation – enemies</p> <p>- Some Vikings settled peacefully and married anglo Saxons Neutral</p> <p>-Some kings formed alliances with the Vikings-Friends</p>	<p>Establish that they were initially both Pagan. Look at what this was/ what they believed in. Learn about rituals.</p> <p>Anglo Saxons believed they were a visitation from God</p> <p>Learn about why they changed to Christianity and whether it was the same then as it is today.</p>	<p>Look into the different reasons why he was deemed Great.</p> <p>Lead chn to understand that a lack of sources can distort our view of the past.</p> <p>learn that historians have to be careful when using sources: some deliberately exaggerate and have been written for a particular purpose.</p>	<p>Consider: Where they originated from. Settlements Leadership Beliefs Lifestyle and culture.</p>

Long Term Plan

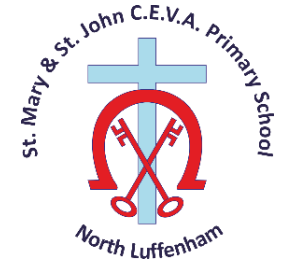
History (Year 5)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Changes in Britain from the Stone Age to the Iron Age– Iron Age- Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison to the Bronze Age.											
Spring Term	The Romans- Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison.											
Summer Term	A local history study - A Study over time tracing how several aspects of national history are reflected in the locality (The Tudors)											

Long Term Plan—Vocabulary

History (Year 5)



<u>The Iron Age</u>	<u>The Romans</u>	<u>The Anglo Saxon Vs The Vikings</u>				
<p><u>Unit Specific Vocabulary</u></p> <p>Hill Forts Iron Farming Tools</p> <p>Crafts Druids Beliefs Ceremonies</p> <p>Offerings Tribes Chief</p> <p>King Queen Class Society States</p> <p>Trade Routes The Great Silk Road</p> <p>Neighbouring Tribes Celts Maiden Castle</p> <p>Boundaries Enclosure Ram-part</p>	<p><u>Unit Specific Vocabulary</u></p> <p>Invasion Romans Auxilairy Soldiers</p> <p>Slaves Italy</p> <p>Romulus Reemus</p> <p>Colosseum Gladiators</p> <p>Chariot Julius Caesar</p> <p>Emperor Soldiers</p> <p>Circus Maximus Legionairies</p> <p>Empire Plebians</p> <p>Senators Freed Slaves</p>	<p><u>Unit Specific Vocabulary</u></p>				
<p><u>General Vocabulary</u></p>						
Chronology	Chronological	Timeline	artefact	sources	primary source	secondary source
Era	similarity	difference	Change	Continuity	Cause	Consequence
Historical significance	Historical Interpretation		Evidence			

Medium Term Plan– Autumn Term 1

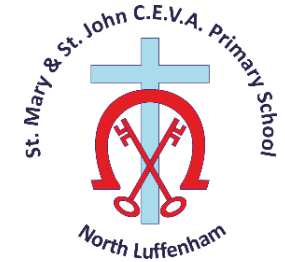
History (KS2) - The Iron Age (Year 5)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlements	Lifestyle and Culture	Beliefs	Leadership and Democracy	Conflict	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Continuity and Change	Historical Significance	Sources and Evidence	Historical Interpretation	Cause and Consequence	Similarities and Differences
Enquiry Questions	Did people of the Iron Age live in houses?	How did the people of the Iron Age leave their mark?	Did the people of the Iron Age believe in God?	Which role was the most important?	Who were the enemy?	How was the Iron Age similar to the Bronze Age?
Substantive knowledge (Key Knowledge)	<p>Why did homes need to change?</p> <p>Hill forts– what these looked like and their purpose.</p> <p>Inside the Hill fort layout</p> <p>How they made their homes</p> <p>Inside the homes</p>	<p>The creation of Iron</p> <p>Life was made easier because of Iron farming tools.</p> <p>People lived longer due to more food.</p> <p>People had more time to make crafts</p>	<p>Druids– Who they were/ what they did and believed.</p> <p>Ceremonies and offerings</p> <p>Buried items– Offerings to god.</p> <p>How do we know?</p> <p>Why is their more evidence for some parts of history than others?</p>	<p>Tribes ruled by a chief, king or queen.</p> <p>Changed to a class society which led to more states and trade routes (The great silk road.)</p> <p>Crime and punishment in each.</p>	<p>Neighbouring tribes fighting for land.</p> <p>Men had to know how to fight to protect their family.</p> <p>Celts– when they won battles they taught people how to make iron. What was the affects of this on Britain?</p> <p>Boudicca and the romans</p>	<p>Compare and contrast settlements, lifestyles, beliefs, rulers and reasons for conflicts with the Bronze Age</p>

Medium Term Plan– Spring Term 1

History (KS2) - The Romans (Year 5)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Settlements	Lifestyle and Culture	Leadership and Democracy	Conflicts	Beliefs	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Historical interpretation	Continuity and change	Cause and consequence Historical interpretation	Historical significance	Sources and Evidence	Similarities and differences
Enquiry Questions	How did Rome begin?	Was everyone equal in Rome?	Did the Romans have a police force?	Could you have been a Roman soldier?	What did the early Romans believe in?	How was life in ancient Rome similar to modern Britain?
Substantive knowledge (Key Knowledge)	<p>Story of Romulus and Remus</p> <p>How reliable is this? Why.</p> <p>Look at other accounts/ evidence how reliable are these why?</p> <p>What do you think?</p>	<p>Look at the hierarchy of Roman society.</p> <p>Who would you most like to have been? Why?</p> <p>Is society like this in Rome today (what are the changes/ things that continue to be the same?)</p>	<p>Look at crimes and punishments in Rome.</p> <p>Do you think the crime deserved the punishment?</p> <p>Why were the punishments so harsh.?</p>	<p>Look at positions/roles in the Roman army.</p> <p>Training</p> <p>Tactics</p> <p>Life of a Roman Soldier</p>	<p>Look at different Roman Gods/ temples and celebrations.</p> <p>How do we know about these ? Look at different sources.</p> <p>Look at sources about the same God. What are the different viewpoints?</p>	<p>Compare the topics of lessons 2– 5 with modern day Britain, highlighting similarities and differences.</p> <p>Add any extra areas of interest is you feel suitable.</p>

Medium Term Plan– Spring Term 1

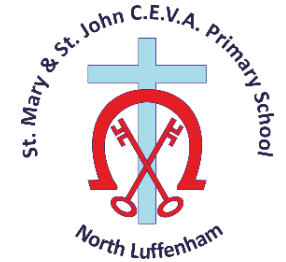
History (KS2) - The Tudors– Local History Study (Year 5)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Conflicts	Lifestyle and culture	Leadership and Democracy	Beliefs	Settlements	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Cause and consequence	Sources and Evidence	Historical interpretation Historical interpretation	Historical significance	Continuity and change	Similarities and differences
Enquiry Questions	How did the Tudor era begin?	Who were the Tudors?	King Henry VIII— Hero or Villian?	Why did Henry Break with Rome? Love or religion?	Are the Tudors still around us?	What do we have in common with the Tudors?
Substantive knowledge (Key Knowledge)	Who was King Richard 3rd? Who was Henry VII Learn about the lead up and events of the Battle of Bosworth– local study (trip to Richard III museum in leicester ?	Look at a variety of Tudor related sources. What can we learn about the Tudors from them.	Learn about Henry VIII life including: Wives Achievements Personality Hobbies/ skills Can new evidence change people's interpretations. Can bias play a part in our interpretation of King Henry VIII	Learn about Henry's marriage to Catherine of Aragon and why he wanted to break up with her. Learn about how he created the church of England so he could divorce her and marry Anne Boleyn. Did he do the right thing?	Learn about local tudor settlements/ buildings eg Burghley House.— Trip to Burghley house.	Consider: Lifestyle anfd culture Leaders/ punishments Beliefs Settlements

Long Term Plan

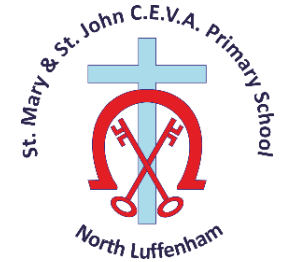
History (Year 6)



	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term							The Roman Empire and it's impact on Britain- 'Romanisation of Britain.' Settlements, Lifestyle and culture, beliefs, democracy and leadership, conflicts and comparison					
Spring Term							A non- European society that provides contrast with British history- early Islamic civilization, including a study of Baghdad					
Summer Term							A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066- Changes in an aspect of social history, such as crime and punishment from the Anglo Saxons to the present.					

Long Term Plan—Vocabulary

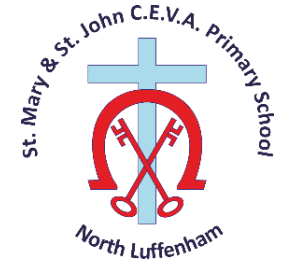
History (Year 6)



<p><u>The Roman Empire and it's impact on Britain.</u></p> <p><u>Unit Specific Vocabulary</u></p> <p>Republic Empire Emperor</p> <p>Army Tactics Aquaducts</p> <p>Sewage Systems Natives</p> <p>Lifestyle Achievements</p> <p>Christianity</p>	<p><u>Early Islamic civilization, including a study of Baghdad</u></p> <p><u>Unit Specific Vocabulary</u></p>	<p><u>Crime and Punishment</u></p> <p><u>Unit Specific Vocabulary</u></p> <p>Tithing Local Lords Drunkards Cloak</p> <p>Roman Guards The Villagers Hard Labour</p> <p>Police Force Tudors Vigiles</p> <p>Law and Order Victorians Ducking Stool</p> <p>Punishment Beheading</p> <p>Crime Pillory and Stocks</p> <p>Fine Whipping and Branding</p> <p>Parish Constables executioner</p>
<p><u>General Vocabulary</u></p> <p>Chronology Chronological Timeline artefact sources primary source secondary source</p> <p>Era similarity difference Change Continuity Cause Consequence</p> <p>Historical significance Historical Interpretation</p>		

Medium Term Plan– Autumn Term 2

History (KS2) - The Roman Empire and it's impact on Britain



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Leadership and Democracy	Conflicts	Settlements	Lifestyle and Culture	Beliefs	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Historical significance	Cause and consequence	Sources and Evidence	Historical interpretation	Continuity and change	Similarities and differences
Enquiry Questions	Was Rome a Republic or an Empire?	What has the Roman army taught us?	Was the Roman invasion of Britain a good or bad thing?	Roman Britain or Iron Age Britain?	Were the Romans Christians?	Was the Romanization of Britain a quick job?
Substantive knowledge (Key Knowledge)	Roman leadership– first 500 year republic next 500 empire Roman Republic and the Roman empire/ emperor Pros and cons of each.	Recap of Roman army The Roman Empire How they were so successful in creating the Roman Empire. How are these tactics still used today?	Things that the Romans built in Britain eg Towns and cities, roads, aquaducts, sewage systems. How natives lost some of their power and were ruled by the Romans so their lifestyles were changed. Debate	The achievements of the Romans in Britain from last lesson. The achievements of the people of the iron Age in Britain. Which is more impressive and why?	Recap that Romans believed in lots of Gods (Polytheism) some adapted from Greek Gods. Romans persecuted Christians for not worshipping Roman Gods or taking part in sacrifices. They had to worship secretly. Emperor Constantine issued Edict of Milan 313 meaning that Romans could worship any religion. Refer to this as a turning point in history. Christianity became main religion of Roman Empire	Examples of how Britain was different from place to place at the same time during the invasion. Give reasons for these similarities and differences.

Medium Term Plan– Spring Term 2

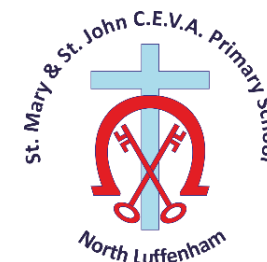
History (KS2) - Early Islamic civilization (Year 6)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Beliefs	Leadership and Democracy	Lifestyle and Culture	Conflicts	Settlements	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Cause and consequence	Historical interpretation Cause and consequence	Historical significance	Sources and Evidence	Continuity and change	Similarities and differences
Enquiry Questions	Why did Islam spread so far so quickly?	What does Al- Mansur's city tell us about him as a ruler?	What was the significance of The Silk Road?	What caused the end of early Islamic Civilisation in Baghdad? What	Which city has changed more over time?	How did life in the Golden Age of Baghdad compare to life in the Dark Age of Anglo Saxon England?
Substantive knowledge (Key Knowledge)	Brief overview of Islam Reasons why it spread so quickly– religion, trade, military conquests.	Explore who Al- Mansur was. Look at and discuss different features of the city and what that tells us about him.	Find out what the Silk Road was. Explore goods traded along the silk road and the types of people who used it. Why was it important? Pros and cons	Examine a range of sources of historical evidenced to the fall of Baghdad. (mongol attack-The sack of Baghdad) Evaluate their usefulness and reliability. Source ideas– Yaqut al musta's imi Qur'ans, Tarikh-I Jahangushay (accounts of survivors),others of your choice. Answer question using sources to justify your idea.	Look at the two cities Baghdad and Cordoba What has changed over the years and why? What has stayed the same? Why do you think that city changed more than then other over time?	Recap from previous years learning on life in Anglo– Saxon England. Make comparisons between Anglo Saxon England and Golden Age Baghdad.

Medium Term Plan– Summer Term 2

History (KS2) - Crime and Punishment (Year 6)



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Thread	Beliefs	Beliefs	Leadership and Democracy	Leadership and Democracy	Lifestyle and Culture	Compare
Assessment	Pre-Unit Quiz	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval	Flashback 4 Retrieval End of Unit Quiz
Second order disciplinary concepts	Historical interpretation Cause and consequence	Historical interpretation Cause and consequence	Historical significance	Historical significance	Cause and consequence	Continuity and change
Enquiry Questions	Do all crimes deserve punishment?	Do all crimes deserve punishment?	Who had to biggest influence on law and order?	Who had to biggest influence on law and order?	How and why has crime changed over time?	How has the justice system changed over time?
Substantive knowledge (Key Knowledge)	<u>Focus on Romans and Anglo Saxons</u> Look at different crimes and punishments from these eras. Why do you think they used these methods rather than a police force. Have a Debate whether they think each crime deserved the punishment.	<u>Focus on Tudors and Victorians</u> Look at different crimes and punishments from these eras. Why do you think they used these methods rather than a police force. Have a Debate whether they think each crime deserved the punishment.	<u>Focus on Romans and Anglo Saxons</u> Look at the people who were in charge of law and order in these eras. Create a poll as to who you think had the biggest influence over who had the biggest influence. Romans– Vigiles, Roman guards, praetorian guards, Saxons– The village, Tithing, the king	<u>Focus on Tudors and Victorians</u> Look at the people who were in charge of law and order in these eras. Create a poll as to who you think had the biggest influence over who had the biggest influence. Tudors– The village, Parish constables. Victorians– Police force	Look at the types of crime that were common in each era (Romans, Anglo Saxons, Tudors and Victorians). Then compare this to common crimes. Are they similar/ different. Discuss why this could be, leading them to consider technology and lifestyle today being very different which results in different crimes eg cyber hacking and stealing cars.	Reflect on punishments from the 4 eras. Teach children about punishments today and why we use this instead of the punishment from the past. Are any if the punishments the same/ similar?