



History Medium Term Plan

	Autumn	Spring	Summer
Year 1	<p>How am I making history?</p> <p>Subject content:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality. <p>History aims:</p> <ul style="list-style-type: none"> Understand historical concepts... Gain historical perspective by placing their growing knowledge into different contexts... 	<p>How have toys changed?</p> <p>Subject content:</p> <ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally <p>History aims:</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative... Understand historical concepts... Gain historical perspective by placing their growing knowledge into different contexts... 	<p>How have explorers changed the world?</p> <p>Subject content:</p> <ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. <p>History aims:</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative... Understand historical concepts... Know and understand significant aspects of the history of the wider world... Understand methods of historical enquiry... Gain historical perspective by placing their growing knowledge into different contexts...



<p>Year 2</p>	<p>How was school different in the past?</p> <p>Subject content</p> <ul style="list-style-type: none"> • Changes within living memory • Significant historical events, people and places in their own locality <p>History aims</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative <ul style="list-style-type: none"> • Understand historical concepts • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts... 	<p>How did we learn to fly?</p> <p>Subject content</p> <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements <p>History aims</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative • Know and understand significant aspects of the history of the wider world <ul style="list-style-type: none"> • Understand historical concepts • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts... 	<p>What is a monarch?</p> <p>Subject content</p> <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory that are significant nationally or globally • Significant historical events, people and places in their own locality <p>History aims</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative <ul style="list-style-type: none"> • Understand historical concepts • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts...
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<p>Year 3</p>	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Subject content</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts... 	<p>British history 2: Why did the Romans settle in Britain?</p> <p>Subject content</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand significant aspects of the history of the wider world • Know and understand the history of these islands as a coherent, chronological narrative • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts... 	<p>What did the Egyptians believe?</p> <p>Subject content</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand significant aspects of the history of the wider world • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts...
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<p>Year 4</p>	<p>How have children's lives changed?</p> <p>Subject content</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts... 	<p>British history 3: How hard was it to invade and settle in Britain?</p> <p>Subject content</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts... 	<p>British history 4: Were the Vikings raiders, traders, or settlers?</p> <p>Subject content</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts...
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<p>Year 5</p>	<p>British history 5: What was life like in Tudor England?</p> <p>Subject content</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Gain and deploy a historically grounded understanding of abstract terms <ul style="list-style-type: none"> • Understand historical concepts... 	<p>What did the Greeks ever do for us?</p> <p>Subject content</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand significant aspects of the history of the wider world • Gain and deploy a historically grounded understanding of abstract terms <ul style="list-style-type: none"> • Understand historical concepts... 	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Subject content</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Know and understand significant aspects of the history of the wider world • Gain and deploy a historically grounded understanding of abstract terms <ul style="list-style-type: none"> • Understand historical concepts...
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<p>Year 6</p>	<p>What does the census tell us about our local area?</p> <p>Subject content</p> <ul style="list-style-type: none"> • A local history study <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Gain and deploy a historically grounded understanding of abstract terms • Understand historical concepts... 	<p>British history 6: What was the impact of the Second World War on the People of Britain?</p> <p>Subject content</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand the history of these islands as a coherent, chronological narrative • Know and understand significant aspects of the history of the wider world <ul style="list-style-type: none"> • Understand historical concepts... 	<p>Unheard histories: who should go on the banknote?</p> <p>Subject content</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>History aims</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry • Gain historical perspective by placing their growing knowledge into different contexts • Know and understand significant aspects of the history of the wider world • Gain and deploy a historically grounded understanding of abstract terms <ul style="list-style-type: none"> • Understand historical concepts...
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