



History Medium Term Plan

	Autumn	Spring	Summer
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Order three photographs correctly on a simple timeline. - Use the terms 'before' and 'after' when discussing their timelines. - Talk about three memories and place one of them on a timeline. - Explain why memories are special and name four events that they celebrate throughout the year. - Think of three ways they celebrate their birthday. - Ask a visitor one question about childhood in the past. - Know a similarity and a difference between childhood now and in the past. - Add three ideas to a time capsule about themselves. - Use key vocabulary to compare the present, the past and possible changes in the future 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Discuss their favourite toy using language related to the past. - Ask questions about toys in the past. - Make comparisons between toys in the past and present. - Sequence artefacts from different periods of time. - Identify changes between teddy bears today and those from 100 years ago. - Describe how toys have changed over time. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Explain what explorers do - Name equipment or transport an explorer would need. - Sequence four photographs from different periods of time. - Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). - Identify where they travelled and write a sentence about the achievements of one explorer. - Select the most important events in a historical story. - Sequence events on a timeline and use this to retell the story. - Describe what they can see in a photograph. - Make inferences about what a person in an image could be saying and ask questions to further their understanding. - Recall information about past and presentation exploration. - Understand events in relation to the present day and compare how exploration has changed over time. - Describe how an explorer is significant and how they impacted events or people's ideas. - Present significant people using a coat of arms.
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
	<p>Pupils with secure understanding will be able to:</p>	<p>Pupils who are secure will be able to:</p>	<p>Pupils who are secure will be able to:</p>



	<ul style="list-style-type: none"> - Correctly order and date four photographs on a timeline and add some dates. - Ask one question about schools in the past. - Make one comparison between schools in the past and present. - Use sources to research and develop an understanding of what schools were like 100 years ago. - Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. - Recognise two similarities and two differences between schools now and schools in the past. - State whether they would have preferred to go to school in the past or not and explain why. 	<ul style="list-style-type: none"> - Identify important events surrounding the history of flight. - Explain how a significant event has changed the lives of others. - Ask questions about people and events in the past. - Use primary sources to find out about people and events in the past. - Correctly order five events on a timeline. 	<ul style="list-style-type: none"> - Recall that a monarch is a king or queen. - Explain that recent monarchs in the UK do not have the power to make decisions alone. - Identify some of the monarch's roles. - Explain that a king or queen is crowned in a special ceremony called a coronation. - Name some of the main steps in the coronation ceremony. - Explain the use of special objects in the coronation. - Use sources to explain how William the Conqueror became King of England. - Know that monarchs in the past had all the power to make decisions. - Explain how William the Conqueror kept order and conquered England. - Identify the two different types of castle built by the Normans. - Compare the similarities and differences between Norman castles. - Identify features of Norman castles. - Explain how castles have changed over time. - Recognise that we still have castles today. - Sequence castles on a timeline. - Describe characteristics of the monarchy in the past. - Identify that the monarchy has changed over time. - Make comparisons between past and present monarchy.
<p>Year 3</p>	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence. 	<p>British history 2: Why did the Romans settle in Britain?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Explain the meaning of empire and invasion. - Understand the chronology of the Roman invasion of Britain. - Identify the consequences of the Roman invasion. 	<p>What did the Egyptians believe?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify the ancient civilisations and key periods in ancient Egypt. - Describe the physical features of Egypt. - Explain the Egyptian creation story.



	<ul style="list-style-type: none"> - Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice. 	<ul style="list-style-type: none"> - Create an interpretation of Boudicca using sources. - Explain why the Romans needed a powerful army. - Identify a soldier's equipment. - Explain how the Roman army was organised and perform simple manoeuvres and drills. - Make observations about an artefact. - Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. 	<ul style="list-style-type: none"> - Identify the characteristics of important gods or goddesses. - Explain why the pyramids were built. - Identify the stages and challenges of building a pyramid. - Explain the links between ancient Egyptian beliefs and mummification. - Name sources that can be used to find out about ancient Egyptian beliefs. - Explain some Egyptian beliefs about the afterlife.
Year 4	<p>How have children's lives changed?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Make inferences and deductions from primary and secondary sources. - Explain why children needed to work. - Identify the jobs Tudor and Victorian children had. - Describe the working conditions of Tudor and Victorian children. - Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. - Use sources to identify leisure activities and compare them over time. - Identify diseases past children suffered from and discuss how effective the treatments were. 	<p>British history 3: How hard was it to invade and settle in Britain?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066. 	<p>How did the achievements of the Ancient Maya impact their society and beyond?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Sequence the key periods of the Ancient Maya civilisation. - Identify periods that were happening in Britain at the same time. - Explain how the Ancient Maya settled in the rainforest and the challenges they faced. - Describe Ancient Maya beliefs. - Name the features of the Ancient Maya cities. - Make deductions about the Ancient Maya cities. - Evaluate the reasons for the decline of the Maya civilisation. - Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.
Year 5	<p>British history 5: What was life like in Tudor England?</p> <p>Pupils who are secure will be able to:</p>	<p>What did the Greeks ever do for us?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Describe the features of ancient Greece. - Identify the key periods in the ancient Greek civilisation. 	<p>Were the Vikings raiders, traders or something else?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Explain where the Vikings came from and why they invaded Britain.



	<ul style="list-style-type: none"> - Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. - Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. - Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. - Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. - Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. - Make deductions using inventories and making judgements as to whether a person was rich or poor. - Explain how inventories are useful to historians and create a realistic inventory 	<ul style="list-style-type: none"> - Make inferences about Greek gods. - Research a Greek god. - Compare Athens and Sparta. - Understand the different types of democracy. - Explain how Athenian democracy worked. - Explain what philosophy is. - Identify the achievements of the ancient Greek philosophers. - Identify the ancient Greeks' legacies and their impact. 	<ul style="list-style-type: none"> - Sequence events according to their significance for groups of people. - Find evidence and make inferences from sources. - Name Viking trade routes. - Explain why trade routes were important to the Vikings. - Identify the differences between Viking sagas. - Evaluate the impact of Viking achievements.
<p>Year 6</p>	<p>What does the census tell us about our local area?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify the type of information the census gives about people. - Use the census to make inferences about people from the past. - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. - Identify and describe the changes between periods of time using the census. - Use other primary and secondary sources to verify the data in a census. - Use a range of sources, including the census, to build an understanding of a period. - Describe the changes in the 1921 census. 	<p>British history 6: What was the impact of the Second World War on the People of Britain?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make inferences and deductions about a photograph. - Describe how children may have felt when evacuated. - Evaluate the accuracy and reliability of sources. - Describe the impact WW2 had on women's lives. 	<p>Unheard histories: who should go on the banknote?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Name the features of a banknote. - Make inferences about a person using a banknote. - Explain the significance of historical figures. - Make inferences from sources. - Apply criteria to decide if a person is historically significant and explain why. - Explain the significance of William Tuke. - Research important aspects of a person's life. - Explain what makes a person significant. <p>This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from</p>



	<p>- Plan a local history enquiry using the census.</p> <p>Lesson 6 involves an enquiry into your local school area. Prepare census extracts and other sources for this area beforehand. Refer to the 'Before the lesson' and 'Teacher knowledge' sections for preparation. This lesson can be taught at the end of the unit or extended into a wider project during any school term.</p>		<p>sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.</p> <p>The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.</p>
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