

History Medium Term Plans

2023-2024



Key knowledge – These are the key objectives we want children to know. In EYFS, we have linked history to particular Early Learning Goals.

National Curriculum – This is how we are meeting the history National Curriculum. Ensuring the whole Curriculum is taught throughout the school.

Black History – This is how we are embedding multiculturalism and the teaching of ethnic minorities throughout our curriculum.

Key vocabulary – Words identified that will be regularly used in the unit of work, children should be able to use this vocabulary during lessons and it should be added to working walls during the unit.

EYFS

	Term 1 – Who Am I?	Term 2 – Why Are The Lights Shining?	Term 3 – Are All Houses The Same?	Term 4 – What Can I Be When I’m Older?	Term 5 – What Grows On A Farm?	Term 6 – Where Are The Olympics?
ELG (Statutory)	Past & Present: *‘Talk about the lives of people around them and their roles in society.’ *‘Know some similarities and differences between things in the past and now.’	Past and Present: *‘Understand the past through settings, characters and events encountered in books read in class and storytelling’.	Past and Present: *‘Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.’	Past and Present: *‘Talk about the lives of people around them and their roles in society.’ *‘Understand the past through settings, characters and events encountered in books read in class and storytelling’.	Past and Present: *‘Talk about the lives of people around them and their roles in society.’ *‘Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.’	Past and Present: *‘Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.’ *‘Understand the past through settings, characters and events encountered in books read in class and storytelling’.
History links	*Our own history – baby photos *Brief history of school	*Guy Fawkes / bonfire night. *Remembrance Day. (*Diwali *Christmas)	*Comparing old and new houses. *Inside homes in the past.	*Jobs in our school / local area. *Jobs from the past that no longer exist.	*Farming equipment in the past. *Comparing old and new farmyard objects.	*The Ancient Olympic games. *Important events from previous modern day Olympics.
Black History		*Walter Tull.		*Mary Seacole – nursing.		*Jesse Owens
Key Vocabulary		London, parliament, war, soldiers,	Old, new, modern, similar, different,	Past, present,	Old, new, modern, similar, different,	

Key Stage 1

	Term 1 – mini beasts and Charles Darwin	Term 2 – Day and night and Guy Fawkes	Term 3 -Australia	Term 4 – The Great Fire of London	Term 5 – when do we need change?	Term 6 – Olympics France
Key Knowledge	<p><u>Year 1:</u></p> <p>*I can use words and phrases like: old, new and a long time ago.</p> <p><u>Year 2:</u></p> <p>*I can use words and phrases like: before, after, past, present, then and now.</p> <p>*I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> <p>*I can research the life of a famous person from the past using different sources of evidence.</p>	<p><u>Year 1:</u></p> <p>*I can use words and phrases like: old, new and a long time ago.</p> <p><u>Year 2:</u></p> <p>*I can use words and phrases like: before, after, past, present, then and now.</p> <p>*I can answer questions using books and the internet.</p> <p>*I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p>	<p><u>Year 1:</u></p> <p>*I can use words and phrases like: old, new and a long time ago.</p> <p>*I can explain how I have changed since I was born. (science).</p> <p>*I can recognise that some objects belonged to the past.</p> <p>*I can explain what an object from the past might have been used for.</p> <p><u>Year 2:</u></p> <p>*I can use words and phrases like: before, after, past, present, then and now.</p> <p>*I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p>	<p><u>Year 1:</u></p> <p>*I can use words and phrases like: old, new and a long time ago.</p> <p>*I can spot old and new things in a picture.</p> <p>*I can explain what an object from the past might have been used for.</p> <p>*I can ask and answer questions about old and new objects.</p> <p>*I can recognise that some objects belonged to the past.</p> <p><u>Year 2:</u></p> <p>*I can use words and phrases like: before, after, past, present, then and now.</p> <p>*I can find out things about the past by talking to an older person.</p>	<p><u>Year 1:</u></p> <p>*I can use words and phrases like: old, new and a long time ago.</p> <p>*I can explain how some people have helped us to have better lives.</p> <p><u>Year 2:</u></p> <p>*I can use words and phrases like: before, after, past, present, then and now.</p> <p>*I can give examples of things that were different when my grandparents were children.</p> <p>*I can find out things about the past by talking to an older person.</p>	<p><u>Year 1:</u></p> <p>*I can use words and phrases like: old, new and a long time ago.</p> <p>*I can recognise that some objects belonged to the past.</p> <p><u>Year 2:</u></p> <p>*I can answer questions using books and the internet.</p> <p>*I can use words and phrases like: before, after, past, present, then and now</p> <p>*I can recount the life of someone famous from Britain</p>

						<p>who lived in the past. I can explain what they did earlier and what they did later</p> <p>*I can use words and phrases like: before, after, past, present, then and now</p> <p>*I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p>
National Curriculum	*Significant historical events,. People and places in their own locality.	*events beyond living memory that are significant nationally or globally (e.g the Great Fire of London, the first aeroplane flight or events commemorated through festival or anniversaries).	*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 (e.g Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter	*events beyond living memory that are significant nationally or globally (e.g the Great Fire of London, the first aeroplane flight or events commemorated through festival or anniversaries).	*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	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 (e.g Elizabeth I and Queen Victoria, Christopher

			Bruegel the Elder and LS Lowry, Rose Parks and Emily Davison, Mary Seacole and Edith, Cavell).			Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rose Parks and Emily Davison, Mary Seacole and Edith, Cavell).
Black History	Understanding that In the past people of colour were treated unfairly. -I know how others twisted Darwin's ideas.	During investigative lesson speculate as to why the people are primarily white.	Aboriginal link			Mo Farrah, Eugene Amo-Dadzie
Key Vocabulary	School, animals, plants, The Beagle, Shrewabury, Galpagus Islands, Tahiti, Victorain times, Charles Darwin, Emma Wedgewood, sailed, married old, new, past, present, then, now, before, after, a long time ago, future.	Fire, plot, Houses of Parliament, gun powder, treason	Dreamtime stories, boomerang, spears, Aborigines, Captain Cook, Ayers Rock, Uluru, Australia, off land, Botany Bay, Outback, caves, crossed bridges, gigantic, poor, Aboriginal, ice age, 1770, hunting, gathering seeds	Fire, escape, diary, spread, buildings, bread, Thomas Farriner, Samual Pepys, London, Pudding lane, bakery, tower of London, st pauls, 1666, September.	Workers. children, Karl Benz, Henry Ford, Industrial Revolution, British Empire, invention, pollution, electric cars, reusable bags, paper bags, apps, Britain, coal mine, factory, school, 1750-1900, in the past, now, present, future, invented new technology, use coal od steam to power machine, better technology, paid less, smaller stature to get money, speak to family, travel faster,	Ancient, old, Athens, Olympia, Greek Gods, Olympics, Olympic torch, Theodosius I, vase, modern, ceremony, rings

					dangerous, difficult, noisy, dirty air, worked, go to school, lost their jobs, drive, recycle.	
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What must you teach next year 2024-2025		
Key Knowledge	<u>Year 1:</u>	<u>Year 2:</u> *I can find out things about the past by talking to an older person.
National Curriculum	*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.	

Years 3 and 4

	Term 1 – Ancient Greece	Term 2 – Rainforests (Mayan focus)	Term 3 – Ancient Benin	Term 4 – Anglo-Saxons	Term 5 - Tudors	Term 6 - Olympics
Key Knowledge	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> •I can describe events from the past using dates when things happened. •I can use research skills to find answers to specific historical questions. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> •I can explain how the lives of wealthy people were different from the lives of poorer people. •I can explain how an event from the past has shaped our life today. 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> •I can describe events from the past using dates when things happened. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> •I can explain how an event from the past has shaped our life today. 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> •I can describe events from the past using dates when things happened. •I can use a timeline within a specific period of history to set out the order that things may have happened. •I can research in order to find similarities and differences between two or more periods of history. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> •I can plot events on a time line using centuries. •I can research two versions of an event and explain how they differ. 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> • I can describe events from the past using dates when things happened. • I can use a timeline within a specific period of history to set out the order that things may have happened. • I can explain some times when Britain has been invaded. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> •I can plot events on a time line using centuries. •I can explain how an event from the past has shaped our life today. 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> • I can use my mathematical knowledge to work out how long ago events happened. • I can use research skills to find answers to specific historical questions. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> •I can explain how the lives of wealthy people were different from the lives of poorer people. •I can explain how an event from the past has shaped our life today. •I can research two versions of an event 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> •I can use a timeline within a specific period of history to set out the order that things may have happened. •I can use my mathematical knowledge to work out how long ago events happened. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> •I can research in order to find similarities and differences between two or more periods of history. •I can use my mathematical skills to round up time different into

			<ul style="list-style-type: none"> •I can explain how historical items and artefacts can be used to help build up a picture of life in the past 	<ul style="list-style-type: none"> •I can research what it was like for children in a given period of history and present my finding to an audience. •I can explain how historical items and artefacts can be used to help build up a picture of life in the past 	and explain how they differ.	<p>centuries and decades.</p> <ul style="list-style-type: none"> •I can explain how an event from the past has shaped our life today.
National Curriculum	*Ancient Greece – a study of Greek life and achievements and their influence on the western world.	*A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	*A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<p>*Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. *Scots invasion from Ireland to north Britain (now Scotland). *Anglo-Saxon invasions, settlements and kingdoms: place names and village life. *Anglo-Saxon art and culture *Christian conversion – Canterbury, Iona and Lindisfarne. 	*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include: <ul style="list-style-type: none"> *The legacy of Greek or Roman (art, architecture or literature) on later periods in British history, including the present day. 	*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include: <ul style="list-style-type: none"> *The legacy of Greek or Roman (art, architecture or literature) on later periods in British history, including the present day.
Black History	No links this Term	Pakal the Great	Links to whole theme	Hadrian the man of Africa	Kauffmann's black Tudors	Constantine Henriquez

Key Vocabulary	Olympics, Greece, Ancient, empire, democracy, philosopher, Gods/Goddesses, Mount Olympus.	Mayans, Ancient, civilization, Chichen Itza, farming.	Benin, Ancient, kingdom, Oba, artefact, ivory, trade, British Empire.	Anglo-Saxon, settlement, invasion, Christianity, farming, Scots, artefact.	Tudor, monarchs, explorer, trade.	Olympics, Olympian, Ancient Greek, modern, century, decade.
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What must you teach next year 2024-2025		
Key Knowledge	<u>Year 3:</u>	<u>Year 4:</u>
National Curriculum	<p><u>*Changes in Britain from the Stone Age to the Iron Age; this could include:</u></p> <ul style="list-style-type: none"> *late Neolithic hunter-gatherers and early farmers, e.g Skara Brae. *Bronze Age religion, technology and travel, e.g Stonehenge. *Iron Age hill forts; tribal kingdoms, farming, art and culture. <p><u>*The achievements of the earliest civilizations</u> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	

Years 5 and 6

	Term 1 -	Term 2 -	Term 3 -	Term 4 -	Term 5 -	Term 6 -
Key Knowledge	Term 1 – Why are rivers important?	Term 2 – What has the impact of theatre been throughout history?	Term 3 – How did the Roman invasion change Britain?	Term 4 – Why does farming matter?	Term 5 – Why do we remember WW2?	Term 6 – How can sport change lives?
National Curriculum	<p>Year 6</p> <p>*I can place features of historical events and people from the past societies and periods on a chronological framework.</p> <p>*I can identify and explain differences, similarities and changes between different periods of history.</p> <p>Year 5</p> <p>*I can compare two or more historical periods: explaining things which changed and things which stayed the same.</p>	<p>Year 6</p> <p>*I can place features of historical events and people from the past societies and periods on a chronological framework.</p> <p>*I can identify and explain differences, similarities and changes between different periods of history.</p> <p>Year 5</p> <p>*I can compare two or more historical periods: explaining things which changed and things which stayed the same.</p>	<p>Year 6</p> <p>*I can place features of historical events and people from the past societies and periods on a chronological framework.</p> <p>*I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>*I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>*I can identify and explain differences, similarities and</p>	<p>Year 6</p> <p>*I can describe the features of historical events and way of life from periods I have studied: presenting to an audience.</p> <p>*I can identify and explain differences, similarities and changes between different periods of history.</p> <p>Year 5</p> <p>*I can explain how our locality has changed over time.</p>	<p>Year 6</p> <p>*I can identify and explain propaganda.</p> <p>*I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can place features of historical events and people from the past societies and periods on a chronological framework.</p> <p>*I can summarise the main events from a period of history, explaining the order of events and what happened.</p>	<p>Year 6</p> <p>*I can place features of historical events and people from the past societies and periods on a chronological framework.</p> <p>*I can identify and explain differences, similarities and changes between different periods of history.</p>

	*I can explain how our locality has changed over time.		changes between different periods of history.		*I can summarise how Britain has had a major influence on the world. Year 5 *I can explain how Parliament affects decision making in England. *I can explain how our locality has changed over time.	
Black History	* A significant turning point in British history, e.g. the first railways or the Battle of Britain.	*Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20 th Century	<u>*The Roman Empire and its impact on Britain. This could include:</u> *successful invasion by Claudius and conquest, including Hadrian's Wall. *British resistance, e.g. Boudica *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. *Julius Caesar's attempted invasion in 55-54 BC. *the Roman	*Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20 th Century A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).	* A significant turning point in British history, e.g. the first railways or the Battle of Britain. *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	

			<p>Empire by AD 42 and the power of its army.</p> <p>*A depth study linked to one of the British areas of study listen above. (Changes in Britain from the Stone Age to the Iron Age, The Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots).</p>			
Key Vocabulary			<p>Emperor – Septimius Severus</p> <p>Roman archaeological dig about Black centurions</p>	<p>The 'Black Farmer' Wilfred Emanuel Jones Britain's only black farmer</p> <p>Mention Black communities and how they have been affected by farming throughout time.</p>	<p>Noor – un- Nisa Inayat Khan – resistance fighter</p> <p>Fighters from other countries e.g. 2.3 million Indian soldiers</p> <p>Persecution of minority groups in WW2</p>	Famous black athletes

What must you teach next year 2024-2025

Key Knowledge	<p>Year 5</p> <p>*I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>*I can compare two or more historical periods: explaining things which changed and things which stayed the same.</p>	<p>Year 6</p> <p>*I can place features of historical events and people from the past societies and periods on a chronological framework.</p>
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	<p>*I can explain how Parliament affects decision making in England.</p> <p>*I can explain how our locality has changed over time.</p> <p>*I can test out a hypothesis in order to answer questions.</p> <p>*I can describe how crime and punishment has changed over a period of time.</p>	<p>*I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>*I can summarise how Britain has had a major influence on the world.</p> <p>*I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>*I can identify and explain differences, similarities and changes between different periods of history.</p> <p>*I can identify and explain propaganda.</p> <p>*I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>*I can describe the features of historical events and way of life from periods I have studied: presenting to an audience.</p>
National Curriculum	<p>Any part of the curriculum that you are not planning to teach this year please make a note of them here so we know they must be taught next year.</p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</u></p> <ul style="list-style-type: none"> *Viking rains and invasion. *Resistance by Alfred the Great and Aethstan, first king of England. *Further Viking invasions and Danegeld. *Anglo-Saxon laws and justice. *Edward the Confessor and his death in 1066. <p>*Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</p> <p><u>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include:</u></p> <ul style="list-style-type: none"> *The changing power of monarchs using case studies such as John, Anne and Victoria. 	