



History Medium Term Plan 2021-2022

|   |       | Autumn 1  | Autumn 2                                 | Spring 1  | Spring 2                   | Summer 1   | Summer 2                        |
|---|-------|---|--|---|----------------------------|--|---------------------------------|
| N | Topic | <b>Settling in/Routines/Feelings - zones of regulation</b>  | <b>Why do leaves go crispy?</b>          | <b>How many colours in a rainbow?</b>   | <b>Are eggs alive?</b>     | <b>Why can't I have chocolate for breakfast?</b>   | <b>Can we explore it?</b>       |
|   | I can | <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Spend time with children talking about photos and memories.</li> <li>• Encourage children to retell what their parents told them about their life-story and family</li> </ul>   |  |   |                            |  |                                 |
|   | Vocab | Today, yesterday, then, now, before I was born, when I was little, a long time ago, old, new, picture, story, object  |  |   |                            |  |                                 |
| R | Topic | <b>How do you feel today?<br/>Can you tell me a story?</b>  | <b>Why do squirrels hide their nuts?</b> | <b>Are we there yet?</b>  | <b>Are Carrots Orange?</b> | <b>Why do Ladybirds have spots?</b>  | <b>Who Lives in a Rockpool?</b> |
|   | I can | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> |                            | <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> |                                 |
|   | Vocab | Today, yesterday, then, now, before I was born, when I was little, a long time ago, old, new, picture, story, object, family tree, when mummy and daddy were little, difference, photograph   |  |   |                            |  |                                 |
|   | ELGs  | <p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |  |   |                            |  |                                 |



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| Yr<br>1 | Topic  | Significant explorers  |  | Events beyond living memory that are significant nationally or globally:<br>Dinosaurs  |  |  | Toys/vehicles from the past   |
|---------|--------|--|--|--|--|--|---|
|         | I can  | <ol style="list-style-type: none"> <li>1. explore what makes a significant person.</li> <li>2. describe what Ibn Battuta achieved and why he is important</li> <li>3. describe what Matthew Henson's achieved and why he is important</li> <li>4. describe what Felicity Aston achieved and why she is important</li> <li>5. describe what Neil Armstrong achieved and why he is important</li> <li>6. explore ways that significant people can be remembered</li> </ol> |  | <ol style="list-style-type: none"> <li>1. I can ask simple questions about the prehistoric past and changes</li> <li>2. understand what a fossil is</li> <li>3. I can order dinosaur and current events to highlight difference in time.</li> <li>4. I can research information about Mary Anning and explain why she is famous.</li> <li>5. I can describe the possible theories about how the dinosaurs became extinct.</li> </ol> |  |  | <ol style="list-style-type: none"> <li>1. describe features of toys today.</li> <li>2. find out what toys our parents and grandparents played with.</li> <li>3. compare what toys were like at different times in the past.</li> <li>4. identify toys that are old and that are new.</li> <li>5. describe how toys are the same and different.</li> </ol> |
|         | Skills | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• I can recount parts of stories and memories about the past.</li> </ul> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> <li>• recognise why people did things, why events happened and what happened as a result.</li> </ul>  |  | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• I can recount parts of stories and memories about the past.</li> </ul> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> <li>• recognise why people did things, why events happened and what happened as a</li> </ul>  |  |  | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• I can recount parts of stories and memories about the past.</li> </ul> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> <li>• recognise why people did things, why events happened and what happened as a</li> </ul>           |



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|           | <ul style="list-style-type: none"> <li>• identify the difference between ways of life at different times.</li> <li>• describe significant people from the past and recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><u>Interpretations of history.</u></p> <ul style="list-style-type: none"> <li>• compare pictures or photographs of people or events in the past.</li> <li>• discuss reliability of photos/accounts/ stories.</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>• use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul> | <p>result.</p> <ul style="list-style-type: none"> <li>• identify the difference between ways of life at different times.</li> <li>• describe significant people from the past and recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><u>Interpretations of history.</u></p> <ul style="list-style-type: none"> <li>• compare pictures or photographs of people or events in the past.</li> <li>• discuss reliability of photos/accounts/ stories.</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>• use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul> | <p>result.</p> <ul style="list-style-type: none"> <li>• identify the difference between ways of life at different times.</li> <li>• describe significant people from the past and recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><u>Interpretations of history.</u></p> <ul style="list-style-type: none"> <li>• compare pictures or photographs of people or events in the past.</li> <li>• discuss reliability of photos/accounts/ stories.</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>• use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul> |
| Key Vocab | <ol style="list-style-type: none"> <li>1. Important, significant, famous, person, people, explorer.</li> <li>2. Ibn Battuta, explore, exploration, voyage, significant, Muslim, Islam, caravan, the Rihla, long ago, truth, recent.</li> <li>3. Matthew Henson, Robert Peary, Ooqueah, Ootah, Egingwah, Seegloo, North Pole, Arctic, polar,</li> </ol>  | <ul style="list-style-type: none"> <li>• Prehistoric</li> <li>• Mary Annying</li> <li>• past</li> <li>• extinction</li> <li>• fossils</li> <li>• jurassic period</li> <li>• triassic</li> <li>• cretaceous</li> </ul>  | <ul style="list-style-type: none"> <li>• Lego</li> <li>• marbles</li> <li>• Jack in the Box</li> <li>• rocking horse</li> <li>• teddy bear</li> <li>• rag doll</li> <li>• games console</li> <li>• spinning top</li> <li>• decades</li> </ul>  |



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|  |                         | <p>exploration, expedition, racism, Greenland, Inuit, medal, important, significant, famous, explorer, remember, achievement.</p> <p>4. Felicity Aston, Antarctica, South Pole, polar, exploration, expedition, GPS, satellite, modern, recent, significant, famous, explorer, remember, achievement.</p> <p>5. Space, Moon, Apollo 11, NASA, the Eagle, astronaut, Neil Armstrong, Buzz Aldrin, Michael Collins, Katherine Johnson, Gene Kranz, historic, important, significant, famous, person, people, explorer.</p> <p>6. Important, memorial, significant, person, remember, explorer, commemorated, commemoration, achievements.</p> |   | <ul style="list-style-type: none"> <li>● years</li> <li>● old</li> <li>● new</li> <li>● present</li> <li>● past</li> </ul>   |
|  | <p>Sticky Knowledge</p> | <ul style="list-style-type: none"> <li>● A significant person is someone who has changed events, improved people's lives, changed people's ideas, had a long lasting impact on people's lives or has set a really good or bad example.</li> <li>● An explorer travels to new places to learn about them.</li> <li>● Ibn Battuta was one of the first explorers.</li> <li>● Felicity Aston is a British explorer recognised for her polar exploration</li> <li>● Neil Armstrong is famous for being the first human being to set foot on the moon.</li> </ul>  | <ul style="list-style-type: none"> <li>● Dinosaurs lived 252 million years ago to 66 millions years ago</li> <li>● there was a mass extinction</li> <li>● the climate was very different</li> <li>● the land was very different</li> <li>● Mary Anning was famous palaeontologist</li> <li>● fossils are remains of ancient life; they can range from large skeletons to small sea shells.</li> </ul> | <ul style="list-style-type: none"> <li>● Toys have existed for thousands of years.</li> <li>● They are made from material that was available at the time.</li> <li>● Toys have changed over the years and their parents and grandparents may have played with different toys.</li> <li>● Toys were mainly made of wood, paper and metal during the Victorian age.</li> <li>● Rich Victorian children played with toys such as clockwork trains, rocking horses,</li> </ul> |



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|      |                 | <ul style="list-style-type: none"> <li>Matthew Henson was an American Explorer who was a polar explorer at the turn of the 20th Century.</li> </ul>   |   | <p>tea sets and dolls; poorer children played with homemade toys such as peg dolls, wooden boats and rag stuffed with sawdust to make balls or toy animals.</p> <ul style="list-style-type: none"> <li>Modern toys are mainly made of plastic.</li> <li>Many modern toys use electricity to work.</li> <li>Computers and consoles were made recently in the 20th century.</li> </ul> |
|      | Expert evidence | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>The Great Explorer</li> <li>Journey</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Factfile</li> </ul>  | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>the dinosaur awards</li> <li>the girl and the dinosaur</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Information Text</li> </ul>   | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>Lost in the Toy Museum</li> <li>Where's my Teddy?</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Information labels for toy museum</li> </ul>  |
| Yr 2 | Topic           | <b>Mary Seacole and Florence Nightingale</b>  | <b>Kings and Queens</b>   | <b>Great Fire of London</b>  |
|      | I can           | <ol style="list-style-type: none"> <li>know what makes a person significant.</li> <li>explain how Florence Nightingale improved nursing.</li> <li>explain who Mary Seacole was and how she improved nursing.</li> <li>explain who Edith Cavell was and how she</li> </ol> | <ol style="list-style-type: none"> <li>understand what a monarch is and the qualities needed to be a good monarch.</li> <li>find out about some important British monarchs.</li> <li>find out how the title of king or queen is inherited. I can find out about how family history, such as Queen Victoria's</li> </ol> | <ol style="list-style-type: none"> <li>find out some of the ways in which London has changed.</li> <li>compare how we live now to how people lived in 1666.</li> <li>find out about how the Great Fire started and spread across London.</li> </ol>  |



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|        | <p>improved nursing.</p> <p>5. compare the different nurses.</p> <p>6. persuade others to remember the lives of the nurses.</p>  | <p>and my own family, can be represented.</p> <p>4. understand how we know about the life and death of Richard III. I can find out about some key facts about the life of Richard III.</p> <p>5. find out about what kings and queens ate during medieval banquets.</p> <p>6. find out about and compare the lives of Elizabeth I and Queen Victoria.</p>   | <p>4. understand how we know about the Great Fire of London.</p> <p>5. find out how London was rebuilt after the Great Fire.</p> <p>6. show what I have learned about the Great Fire of London.</p>   |
| Skills | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• I can order 3 or more people or events using a given scale.</li> <li>• I can use simple historical vocabulary e.g. recently, before, after, now, later, past, present</li> <li>• I can recount changes in my own life over time.</li> <li>• I can identify similarities and differences between periods.</li> </ul> <p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <ul style="list-style-type: none"> <li>• I can use information to describe the past.</li> <li>• I can use information to describe differences between then and now.</li> </ul> | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• I can order 3 or more people or events using a given scale.</li> <li>• I can use simple historical vocabulary e.g. recently, before, after, now, later, past, present</li> <li>• I can recount changes in my own life over time.</li> <li>• I can identify similarities and differences between periods.</li> </ul> <p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <ul style="list-style-type: none"> <li>• I can use information to describe the past.</li> </ul> | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• I can order 3 or more people or events using a given scale.</li> <li>• I can use simple historical vocabulary e.g. recently, before, after, now, later, past, present</li> <li>• I can recount changes in my own life over time.</li> <li>• I can identify similarities and differences between periods.</li> </ul> <p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <ul style="list-style-type: none"> <li>• I can use information to describe the past.</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• I can recount main points from a significant event in history.</li> <li>• I can use evidence to explain reasons why people in the past acted as they did.</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>• I can look at books and pictures (eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>• I can understand why some people in the past did things.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• I can look carefully at pictures or objects to find information about the past.</li> <li>• I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> <li>• I can estimate the ages of people by studying and describing their features</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• I can describe objects, people and events.</li> <li>• I can write my own date of birth.</li> <li>• I can write simple stories and recounts about the past.</li> <li>• I can draw labelled diagrams and write about them to tell others about people, events and objects from the past.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use information to describe differences between then and now.</li> <li>• I can recount main points from a significant event in history.</li> <li>• I can use evidence to explain reasons why people in the past acted as they did.</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>• I can look at books and pictures (eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>• I can understand why some people in the past did things.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• I can look carefully at pictures or objects to find information about the past.</li> <li>• I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> <li>• I can estimate the ages of people by studying and describing their features</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• I can describe objects, people and events.</li> <li>• I can write my own date of birth.</li> <li>• I can write simple stories and recounts about the past.</li> <li>• I can draw labelled diagrams and write</li> </ul> | <ul style="list-style-type: none"> <li>• I can use information to describe differences between then and now.</li> <li>• I can recount main points from a significant event in history.</li> <li>• I can use evidence to explain reasons why people in the past acted as they did.</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>• I can look at books and pictures (eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>• I can understand why some people in the past did things.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• I can look carefully at pictures or objects to find information about the past.</li> <li>• I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> <li>• I can estimate the ages of people by studying and describing their features</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• I can describe objects, people and events.</li> <li>• I can write my own date of birth.</li> <li>• I can write simple stories and recounts about the past.</li> <li>• I can draw labelled diagrams and write about</li> </ul> |
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|           |   | about them to tell others about people, events and objects from the past.   | them to tell others about people, events and objects from the past.   |
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| Key Vocab | <ol style="list-style-type: none"> <li>1. significant, important, famous, person, people, reason, nurse.</li> <li>2. Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution.</li> <li>3. Mary Seacole, healer, challenges, overcome, racial prejudice, British Hotel, herbal remedies.</li> <li>4. Edith Cavell, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution.</li> <li>5. compare, comparison, similar, similarities, different, differences</li> <li>6. remember, remembered, memorial, inspired, changed, attitudes.</li> </ol> | <ol style="list-style-type: none"> <li>1. monarch, king, queen, sword, crown, tiara, jewels, heir, rule, eldest, abdicate, prime minister, parliament, government.</li> <li>2. chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II.</li> <li>3. family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, great- grandparent.</li> <li>4. 'princes in the tower', the Battle of Bosworth, War of the Roses, House of York, House of Lancaster, William Shakespeare, debate</li> <li>5. medieval, banquet, coronation.</li> <li>6. Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada.</li> </ol> | <ol style="list-style-type: none"> <li>1. Year, century, Britain, London, capital city, past, present, old, modern, change, River Thames.</li> <li>2. Range of 17th century jobs: chimney sweep, blacksmith, apothecary, rat-catcher, gong farmer, spinster, chandler, scullery maid, carpenter, fire fighter.</li> <li>3. order, event, timeline.</li> <li>4. source, evidence, diary, eyewitness, Samuel Pepys.</li> <li>5. King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument.</li> <li>6. Newspaper report, The London Gazette</li> </ol> |



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| <p>Sticky Knowledge</p> | <ul style="list-style-type: none"> <li>• People are significant if they changed events/ideas or improved people's lives.</li> <li>• Mary Seacole was a nurse who wanted to join the nurses treating soldiers in the Crimean War, but the British government refused.</li> <li>• She set up the 'British Hotel' in the Crimean war where the soldiers would go to receive food, drink and treatment.</li> <li>• Mary Seacole would travel to the frontline and treat soldiers from both sides.</li> <li>• Florence Nightingale improved hospitals for soldiers in the Crimean War.</li> <li>• Florence Nightingale was known as 'The Lady With The Lamp'.</li> <li>• Edith Cavell helped soldiers in WW1 from both sides.</li> <li>• Edith Cavell hid over 200 allied soldiers from the Germans.</li> <li>• Edith Cavell was arrested for treason and killed by a German firing squad.</li> </ul> | <ul style="list-style-type: none"> <li>• A monarch is a King or Queen and rule a country.</li> <li>• A King or Queen is part of the Royal Family.</li> <li>• An heir to the throne is the Eldest male child of the King and Queen.</li> <li>• They create laws and rules for their country.</li> <li>• Queen Elizabeth II is the Queen of the UK.</li> <li>• A family tree shows our ancestors.</li> <li>• Henry VIII had six wives</li> <li>• Henry tudor killed Richard III in battle to become King.</li> </ul> | <ul style="list-style-type: none"> <li>• The fire started in 1666 in Thomas Farriner's bakery in Pudding Lane.</li> <li>• It started because the fires used for baking were not put out properly.</li> <li>• In 1666, the buildings in London were made of wood and straw which meant that it was easy for the fires to spread.</li> <li>• It had been a dry summer and the strong winds were blowing which meant the fire spread quicker.</li> <li>• They used metal hooks, leather buckets and water squirters to try and put the fire out.</li> <li>• The fire eventually died out when the winds calmed down.</li> <li>• We know about the fire because Samuel Pepys wrote a diary.</li> </ul> |
| <p>Expert evidence</p>  | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• Don't Say No to Flo</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Factfile</li> </ul>   | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• The Queen's Knickers</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• A medieval banquet menu</li> </ul>   | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• Toby and the Great Fire of London</li> <li>• Raven Boy</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Diary entry from Thomas Farriner.</li> </ul>   |



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| Year | Topic  | Ancient Greece   | Battle of Barnet  | Prehistoric Britain (Stone Age)  |
|------|--------|--|---|--|
| 3    | I can  | <ol style="list-style-type: none"> <li>1. place Ancient Greece on a timeline.</li> <li>2. understand the political system in Ancient Greece</li> <li>3. use sources to find out about the Olympics.</li> <li>4. compare different city states and find out about the battle of Marathon.</li> <li>5. compare Ancient Greek religion to modern day life.</li> <li>6. investigate daily life.</li> <li>7. recreate Ancient Greek pottery.</li> </ol> | <ol style="list-style-type: none"> <li>1. explore what London was like in the 1400s.</li> <li>2. understand 'The War of the Roses' and what the conflict was about.</li> <li>3. find out about what happened in 'The Battle of Barnet' and why it happened.</li> <li>4. look at artefacts and exhibitions at Barnet Museum to understand the battle.</li> <li>5. place the events of the battle on a timeline.</li> </ol> | <ol style="list-style-type: none"> <li>1. understand the definition and time scale of human history.</li> <li>2. find out about early humans and the Palaeolithic period.</li> <li>3. explore the lives of people in the Mesolithic period.</li> <li>4. find out how people lived in the Neolithic period. - research Skara Brae/Stonehenge.</li> <li>5. find out about life in the Bronze Age and how bronze was made and use.</li> <li>6. investigate the lives of people in the Iron Age and how life had developed from the Bronze Age.</li> <li>7. know what hillforts are and why they were used.</li> </ol> |
|      | Skills | <p><u>Chronological understanding</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• place events from period studied on a timeline.</li> <li>• use terms related to the period and begin to date events.</li> <li>• understand more complex terms e.g. BC/AD.</li> </ul>   | <p><u>Chronological understanding</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• know and sequence key events of time studied</li> <li>• use relevant terms and period labels</li> <li>• make comparisons between different times in the past</li> </ul>   | <p><u>Chronological understanding</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• place the time studied on a time line.</li> <li>• use dates and terms related to the study unit and passing of time.</li> <li>• sequence several events or artefacts.</li> </ul>   |



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|  | <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• use evidence to reconstruct life in a time studied.</li> <li>• identify key features and events of a time studied.</li> <li>• look for links and effects in time studied.</li> <li>• offer a reasonable explanation for some events.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• look at evidence available.</li> <li>• begin to evaluate the usefulness of different sources.</li> <li>• use text books and historical knowledge.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• use evidence to build up a picture of a past event.</li> <li>• choose relevant material to present a picture of one aspect of life in time past.</li> <li>• ask a variety of questions.</li> <li>• use library and internet for research.</li> </ul> | <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• study different aspects of people.</li> <li>• examine causes and results of great events and the impact on people.</li> <li>• compare life in early and late 'times' studied.</li> <li>• compare an aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• compare accounts of events from different sources - fact or fiction.</li> <li>• offer some reasons for different versions of events.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources.</li> <li>• use evidence to build in a picture of a past event.</li> <li>• select relevant sections of information.</li> <li>• use the library and internet for research with increasing confidence.</li> </ul> | <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• explore the everyday lives of people studied.</li> <li>• compare with our life today.</li> <li>• identify reasons for and results of people's actions.</li> <li>• understand why people may have wanted to do something.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• identify and give reasons for different ways in which the past is represented.</li> <li>• distinguish between different sources - compare different versions of the same story.</li> <li>• look at different representations of the period - museum, cartoons etc.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• use a range of sources to find out about a period.</li> <li>• observe small details - artefacts, pictures.</li> <li>• select and record relevant information.</li> <li>• use the library and internet for research</li> </ul> |  |   |
| Key Vocab  | <ul style="list-style-type: none"> <li>• Ancient</li> <li>• civilisation</li> <li>• BC</li> <li>• AD</li> <li>• Battle of Marathon</li> <li>• Sparta</li> </ul>   | <ul style="list-style-type: none"> <li>• The War of the Roses</li> <li>• Barnet</li> <li>• The Battle of Britain</li> <li>• 1471</li> <li>• Edward IV</li> <li>• The House of York</li> </ul>   | <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• cave paintings</li> <li>• mammoths</li> <li>• Palaeolithic</li> <li>• Neolithic</li> <li>• fur</li> <li>• spears</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• roundhouse</li> <li>• pottery</li> <li>• iron</li> <li>• bronze</li> <li>• metal</li> <li>• Celts</li> </ul> </td> </tr> </table>   | <ul style="list-style-type: none"> <li>• cave paintings</li> <li>• mammoths</li> <li>• Palaeolithic</li> <li>• Neolithic</li> <li>• fur</li> <li>• spears</li> </ul> | <ul style="list-style-type: none"> <li>• roundhouse</li> <li>• pottery</li> <li>• iron</li> <li>• bronze</li> <li>• metal</li> <li>• Celts</li> </ul> |
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|                  | <ul style="list-style-type: none"> <li>• Athens</li> <li>• democracy</li> <li>• gods</li> <li>• goddesses</li> <li>• Zeus</li> <li>• Athena</li> <li>• Heracles</li> <li>• theatre</li> <li>• pottery</li> <li>• Olympics</li> <li>• Mount Olympus</li> </ul>   | <ul style="list-style-type: none"> <li>• Henry VI</li> <li>• The House of Lancaster</li> <li>• Earl of Warwick</li> <li>• throne</li> <li>• Duke of Gloucester</li> </ul>  | <ul style="list-style-type: none"> <li>• Skara Brae</li> <li>• hand axe</li> <li>• antler</li> <li>• homosapiens</li> <li>• hunter</li> <li>• gatherers</li> <li>• farming</li> <li>• prehistory</li> <li>• Stonehenge</li> </ul>  | <ul style="list-style-type: none"> <li>• anvil</li> <li>• archaeologists</li> <li>• chronology</li> <li>• artefact</li> <li>• BC</li> <li>• tribal</li> <li>• civilisation</li> <li>• settlement</li> </ul> |
| Sticky Knowledge | <ul style="list-style-type: none"> <li>• Ancient Greece was B.C.</li> <li>• Democracy is when people vote; it originated in Athens.</li> <li>• The Olympics started in Ancient Greece and were different to the Olympics today.</li> <li>• We know about the events of the Olympics from pottery.</li> <li>• Greece was made up of many different city-states e.g. Athens, Sparta, Corinth &amp; Olympia</li> <li>• The Spartans were tough warriors and were taught to fight from an early age.</li> <li>• The Athenians were more civilised and valued education.</li> <li>• The Battle of Marathon: Persia attacked Greece; they battled in a place called Marathon. Athens and Sparta joined together to fight them; an Athenian called Pheidippides ran 26 miles to tell the Spartans that the Persians had arrived - however, he was so exhausted that he died.</li> <li>• Greek people enjoyed the theatre, chariot racing and had lots of festivals.</li> </ul> | <ul style="list-style-type: none"> <li>• The Wars of the Roses were fought between two rival families who both laid claim to the throne: the House of Lancaster and the House of York.</li> <li>• It was called the War of the Roses because the Lancaster forces were distinguished by a white rose and the Yorkists were identified by a red rose.</li> <li>• It took place in the medieval period.</li> <li>• A major event in the Wars of the Roses took place in Barnet.</li> <li>• The Yorkists won the Battle of Barnet.</li> <li>• There are many artefacts and information in the Barnet Museum.</li> </ul> | <ul style="list-style-type: none"> <li>• Stone Age, Bronze Age and iron Age are the 3 different periods in pre-history.</li> <li>• The Stone Age was when the first humans began to live in Europe.</li> <li>• The Palaeolithic period was made up of hunters who found food by roaming from place to place in different seasons.</li> <li>• The Neolithic period was when people began to settle into farming villages instead of moving around and started to look after animals and grow crops.</li> <li>• The Mesolithic period was when tools were developed to become smaller and thinner.</li> <li>• People used stone as tools in the Stone Age.</li> <li>• Stonehenge is a circle of large stones that was built in the Stone Age.</li> <li>• People painted on walls in the Stone Age</li> <li>• Skara Brae was a Stone Age village and is very well preserved.</li> </ul> |   |



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|      |                 | <ul style="list-style-type: none"> <li>• They were excellent architects and made many great buildings.</li> <li>• They believed in lots of gods and goddesses.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• The Bronze Age was when humans used bronze for tools and weapons.</li> <li>• The Bronze Age came after the Stone Age and before the Iron Age.</li> <li>• Bronze was made by heating the metals tin and copper and mixing them together.</li> <li>• Roundhouses were built in the Bronze Age; they were circular houses built of wood or stone and filled with 'wattle' and 'daub'.</li> <li>• Pottery was made/used in the Bronze Age.</li> <li>• The Iron Age was when iron was the preferred metal for making tools.</li> <li>• Iron was found in rocks called iron ore and needed high temperatures to be made.</li> <li>• There were clans and tribes in the Iron Age who would attack each other.</li> <li>• People lived in hill forts to keep themselves safe from other tribes.</li> </ul> |
|      | Expert Evidence | <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• Who let the Gods Out</li> <li>• Greek Myths</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write a comparison of different states.</li> </ul> | <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• The Battle of Barnet in Fact and Fiction</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Fact File of the War of the Roses</li> </ul> | <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• The Boy and the Bronze Axe</li> <li>• Stone Age Boy</li> <li>• Ugg</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Diary Entry of a Cave boy/girl.</li> </ul>  |
| Year | Topic           | <b>Romans</b>   | <b>Anglo Saxons</b>  | <b>Vikings</b>  |
|      | I can           | 1. explain the spread of the Roman Empire and recall key facts about the invasion of Britain.   | 1. find out when Anglo-Saxons came to Britain  | 1. explain when and where the Vikings came from and why they raided Britain.  |



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| 4      | <p>2. understand why the Romans built new roads in Britain and to identify the main roads.</p> <p>3. understand how the Roman Empire affected different people and how they reacted to these changes.</p> <p>4. describe who Emperor Hadrian was and why/how he built the wall.</p> <p>5. understand the religious beliefs the Romans had and know some of their gods and goddesses.</p> <p>6. explain what Roman baths were and know about the different amenities they contained.</p> <p>7. understand what daily life was like for different people in the Roman Empire.</p> | <p>2. find out about the various kingdoms across Britain.</p> <p>3. explore what life was like in Britain for Anglo Saxons</p> <p>4. Explore how Anglo-Saxon Britain was ruled</p> <p>5. find out why King Alfred was dubbed 'King Alfred the Great'</p> <p>6. explore the impact of the invasion of the Vikings</p>  | <p>2. find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>3. explore what life was like in Britain for Vikings.</p> <p>4. compare life in Britain for the Anglo-Saxons and Vikings</p> <p>5. find out how and when England became a unified country.</p> <p>6. find out about the end of the Anglo-Saxon and Viking era in Britain.</p>  |
| Skills | <p><u>Chronological understanding</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• place events from period studied on a timeline.</li> <li>• use terms related to the period and begin to date events.</li> <li>• understand more complex terms e.g. BC/AD.</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• use evidence to reconstruct life in time studied.</li> <li>• identify key features and events of time studied.</li> </ul>                  | <p><u>Chronological understanding</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• know and sequence key events of time studied</li> <li>• use relevant terms and period labels</li> <li>• make comparisons between different times in the past</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• study different aspects of people.</li> </ul> | <p><u>Chronological understanding</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• know and sequence key events of time studied</li> <li>• use relevant terms and period labels</li> <li>• make comparisons between different times in the past</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• study different aspects of people.</li> <li>• examine causes and results of great events</li> </ul> |



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|                  | <ul style="list-style-type: none"> <li>• look for links and effects in time studied.</li> <li>• offer a reasonable explanation for some events.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• look at evidence available.</li> <li>• begin to evaluate the usefulness of different sources.</li> <li>• use text books and historical knowledge.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• use evidence to build up a picture of a past event.</li> <li>• choose relevant material to present a picture of one aspect of life in time past.</li> <li>• ask a variety of questions.</li> <li>• use library and internet for research.</li> </ul> | <ul style="list-style-type: none"> <li>• examine causes and results of great events and the impact on people.</li> <li>• compare life in early and late 'times' studied.</li> <li>• compare an aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• compare accounts of events from different sources - fact or fiction.</li> <li>• offer some reasons for different versions of events.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources.</li> <li>• use evidence to build in a picture of a past event.</li> <li>• select relevant sections of information.</li> <li>• use the library and internet for research with increasing confidence.</li> </ul> | <p>and the impact on people.</p> <ul style="list-style-type: none"> <li>• compare life in early and late 'times' studied.</li> <li>• compare an aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• compare accounts of events from different sources - fact or fiction.</li> <li>• offer some reasons for different versions of events.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources.</li> <li>• use evidence to build in a picture of a past event.</li> <li>• select relevant sections of information.</li> <li>• use the library and internet for research with increasing confidence.</li> </ul> |
| <p>Key Vocab</p> | <ul style="list-style-type: none"> <li>• Julius Caesar</li> <li>• Rome</li> <li>• Romans</li> <li>• slaves</li> <li>• emperor</li> <li>• empire</li> <li>• roads</li> <li>• Hadrian's Wall</li> <li>• baths</li> </ul>   | <ul style="list-style-type: none"> <li>• Archaeologist</li> <li>• Anglo-Saxon Kingdoms</li> <li>• Shires</li> <li>• Thane</li> <li>• legacy</li> <li>• Wessex</li> <li>• Witan or witenagermot</li> <li>• wegild</li> <li>• churl</li> </ul>   | <ul style="list-style-type: none"> <li>• Archaeologist</li> <li>• raids</li> <li>• vicious</li> <li>• longhouse</li> <li>• berserkers</li> <li>• longship</li> <li>• Odin</li> <li>• Scandinavia</li> <li>• Danelaw</li> </ul>  |



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|                  | <ul style="list-style-type: none"> <li>• strigil</li> <li>• aqueduct</li> <li>• hypocaust</li> <li>• Boudicca</li> <li>• soldier</li> <li>• senator</li> <li>• Jupiter</li> <li>• Venus</li> <li>• Neptune</li> <li>• Mercury</li> <li>• Mars</li> <li>• Pluto</li> </ul>   | <ul style="list-style-type: none"> <li>• Mercia</li> </ul>   | <ul style="list-style-type: none"> <li>• misconception</li> <li>• Jorvik</li> </ul>  |
| Sticky Knowledge | <ul style="list-style-type: none"> <li>• There were several attempts by the Romans to invade Britain led by Julius Caesar.</li> <li>• The Romans finally successfully invaded Britain in AD43 .</li> <li>• The Roman army was very advanced.</li> <li>• The Celts lived in Britain when the Romans invaded.</li> <li>• Boudicca was head of the Iceni tribe and rebelled against the Romans by burning down Colchester.</li> <li>• The Romans worshipped different gods and goddesses.</li> <li>• Romans made roads in Britain to make travel easier.</li> <li>• They went to the baths and visited amphitheatres for leisure.</li> <li>• There were many slaves in Roman times.</li> <li>• The Romans built Hadrian's wall to protect themselves against Northern tribes.</li> <li>• The Romans changed Britain by giving us new roads, rules and religion.</li> </ul> | <ul style="list-style-type: none"> <li>• The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.</li> <li>• The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.</li> <li>• They came to Britain from across the North Sea in the middle of the 5th Century.</li> <li>• For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.</li> <li>• The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</li> <li>• The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</li> </ul> | <ul style="list-style-type: none"> <li>• Not all Vikings were warriors. Many came in peace and become farmers.</li> <li>• The lands that the Vikings occupied were known as Danelaw.</li> <li>• No Vikings wore horns in their helmets.</li> <li>• Vikings spoke Norse, which had an alphabet made up of runes.</li> <li>• Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.</li> <li>• Vikings were pagans and often raided monasteries, looting gold.</li> <li>• The most important Viking British city was York, or Jorvik as it was known by the Vikings</li> </ul> |



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|        | Expert Evidence | <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Escape from Pompeii</li> <li>• Usborne official: Roman Soldiers Handbook.</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Write a comparison of different people during this era.</li> </ul>  |  | <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon Boy</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Diary entry of life in an Anglo-saxon Village</li> </ul>  |  | <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Factfile housing, food and jobs.</li> </ul>  |  |
| Year 5 | Topic           | <b>History of space</b>  |  | <b>Ancient Egypt</b>   |  | <b>Tudors</b>   |  |
|        | I can           | <ol style="list-style-type: none"> <li>1. understand the history of the Space Race and place it on a timeline.</li> <li>2. give reasons why there may be different accounts of history. (Year 4 objective). Look at the different accounts of the Space Race. Compare. Give reasons for different accounts.</li> <li>3. use reliable sources to gather information about the NASA four (Mary Jackson, Katherine Johnston, Christine Darden, Dorothy Vaughn)</li> <li>4. present information using a fact file.</li> <li>5. understand BHM what is is and why we celebrate it.</li> </ol> |  | <ol style="list-style-type: none"> <li>1. place key events from the Ancient Egyptian period on a timeline.</li> <li>2. find out about how society was organised.</li> <li>3. find out who the pharaohs were and why they were important.</li> <li>4. find out about gods and goddesses.</li> <li>5. find out about the pyramids in Egypt.</li> <li>6. investigate the intentions and achievements of Ancient Egyptians.</li> </ol> |  | <ol style="list-style-type: none"> <li>1. place the Tudors on a timeline and explore the family tree.</li> <li>2. explore the character of Henry VIII.</li> <li>3. find out what happened to Henry VIII's wives and the change in religion during his rule.</li> <li>4. understand what Tudor society was like and the difference between rich and poor (focusing on children).</li> <li>5. investigate crime and punishment during the Tudor period.</li> <li>6. find out about what Tudors ate and which</li> </ol> |  |



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|        |   |  |  | foods were available in Britain. |
|        | 6. understand Black British history.  |  |  |                                  |
| Skills | <p><u>Chronological understanding</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• know and sequence key events of time studied</li> <li>• use relevant terms and period labels</li> <li>• make comparisons between different times in the past</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• study different aspects of people.</li> <li>• examine causes and results of great events and the impact on people.</li> <li>• compare life in early and late 'times' studied.</li> <li>• compare an aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare accounts of events from different sources - fact or fiction.</li> <li>• offer some reasons for different versions of events.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources.</li> <li>• use evidence to build in a picture of a past event.</li> <li>• select relevant sections of information.</li> <li>• use the library and internet for research with</li> </ul> | <p><u>Chronological understanding</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• know and sequence key events of time studied</li> <li>• use relevant terms and period labels</li> <li>• make comparisons between different times in the past</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• study different aspects of people.</li> <li>• examine causes and results of great events and the impact on people.</li> <li>• compare life in early and late 'times' studied.</li> <li>• compare an aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare accounts of events from different sources - fact or fiction.</li> <li>• offer some reasons for different versions of events.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources.</li> <li>• use evidence to build in a picture of a past</li> </ul> | <p><u>Chronological understanding</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• know and sequence key events of time studied</li> <li>• use relevant terms and period labels</li> <li>• make comparisons between different times in the past</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• study different aspects of people.</li> <li>• examine causes and results of great events and the impact on people.</li> <li>• compare life in early and late 'times' studied.</li> <li>• compare an aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare accounts of events from different sources - fact or fiction.</li> <li>• offer some reasons for different versions of events.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources.</li> </ul> |                                  |



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|                  | increasing confidence.  | <ul style="list-style-type: none"> <li>event.</li> <li>select relevant sections of information.</li> <li>use the library and internet for research with increasing confidence.</li> </ul>  | <ul style="list-style-type: none"> <li>use evidence to build in a picture of a past event.</li> <li>select relevant sections of information.</li> <li>use the library and internet for research with increasing confidence.</li> </ul>  |
| Key Vocab        | <ul style="list-style-type: none"> <li>primary source</li> <li>secondary source</li> <li>space race</li> <li>human computer</li> <li>cosmonaut</li> <li>astronaut</li> <li>sputnik</li> <li>Neil Armstrong</li> <li>Buzz Aldrin</li> <li>Michael Collins</li> <li>Katherine Johnson</li> <li>Mary Jackson</li> <li>Dorothy Vaughn</li> <li>Soviet Union</li> <li>Cold war</li> <li>Yuri Gagarin</li> <li>Valentina Tershkova</li> <li>NASA</li> </ul> | <ul style="list-style-type: none"> <li>archaeologist</li> <li>pharaoh</li> <li>pyramid</li> <li>tombs</li> <li>hieroglyphs</li> <li>vizier</li> <li>scribe</li> <li>sarcophagus</li> <li>mummy</li> <li>gods</li> <li>goddesses</li> <li>BC</li> <li>AD</li> </ul> | <ul style="list-style-type: none"> <li>Tudors</li> <li>Henry VIII</li> <li>Elizabeth I</li> <li>Mary</li> <li>Catherine of Aragon</li> <li>Anne Boleyn</li> <li>Jane Seymour</li> <li>Anne of Cleves</li> <li>Catherine Howard</li> <li>Catharine Parr</li> <li>Edward VI</li> <li>marriage</li> <li>wife</li> <li>Tudor Rose</li> <li>monarch</li> <li>catholic</li> <li>protestant</li> <li>Church of England</li> <li>divorce</li> <li>survived</li> <li>beheaded</li> <li>executed</li> </ul> |
| Sticky Knowledge |   | <ul style="list-style-type: none"> <li>B.C. stands for 'Before Christ'.</li> <li>A.D. stands for 'Anno Domini'; it indicates how many years since Jesus was born.</li> <li>Egypt is in north-east Africa.</li> </ul>   | <ul style="list-style-type: none"> <li>The Wars of the Roses resulted in Tudor rulers: Henry VII was the first monarch.</li> <li>Henry VIII was the second monarch and he was famous for having 6 wives.</li> </ul>   |



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|                 |  |   | <ul style="list-style-type: none"> <li>• The river Nile was an important part of Ancient Egyptian culture.</li> <li>• Egyptians invented a solar calendar and a writing system called hieroglyphs.</li> <li>• They were ruled by kings and queens called pharaohs.</li> <li>• They believed in a never-ending afterlife so spent lots of time planning for their death.</li> <li>• There were lots of gods and goddesses.</li> <li>• Pyramids are tombs of pharaohs.</li> <li>• Mummification was a process of preserving bodies for use in the afterlife.</li> </ul> | <ul style="list-style-type: none"> <li>• Henry VIII had 3 children; Edward VI, Mary I and Elizabeth I.</li> <li>• Henry VIII brought England away from the Catholic Church and developed the Church of England.</li> <li>• Henry VIII was a brutal, strong king and many people were executed under his reign.</li> <li>• There was a big divide between the rich and poor people in Tudor times.</li> <li>• Poor people had a hard time and had to work long hours in bad conditions - even children worked.</li> <li>• Rich Tudor people liked to joust, hunt, dance and play tennis .</li> <li>• There were brutal punishments in Tudor times such as death by hanging, whippings and being boiled alive.</li> <li>• Rich Tudors enjoyed big feasts of meat.</li> <li>• Elizabeth I was the last Tudor queen.</li> </ul> |
| Expert Evidence |  | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• Hidden Figures</li> <li>• Serena Sees her Footprints on the Moon</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Factfile on the NASA four.</li> </ul> | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• The Egyptian Cinderella</li> <li>• The Time Travelling Cat and the Egyptian Goddess.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Factfile on the hieroglyphics</li> </ul>  | <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• Treason</li> <li>• Terrible Tudors</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Recount of a Henry VIII aid.</li> </ul>   |



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| Year | Topic  | WW2   | Mayans  | Early Islamic Civilisation.  |
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| 6    | I can  | <ol style="list-style-type: none"> <li>1. explain why WW2 began and order the events on a timeline</li> <li>2. understand what the Blitz was and the effect it had on Barnet.</li> <li>3. learn about the effects of air raids in London and the causes of evacuation.</li> <li>4. find out what rationing was, why it was necessary and how it impacted on people's lives in London.</li> <li>5. explore the role of the women in WW2</li> <li>6. explore different sources to find out about the Holocaust</li> </ol> | <ol style="list-style-type: none"> <li>1. discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</li> <li>2. explain the religious beliefs of the Maya people.</li> <li>3. understand how the Maya system works.</li> <li>4. identify and use a range of evidence sources to help understand more about the Maya civilisation.</li> <li>5. explain what the Mayan writing system consists of, how words are constructed and what codices are.</li> <li>6. Describe a range of food that was eaten during the Mayan times.</li> </ol> | <ol style="list-style-type: none"> <li>1. find out about Baghdad's role in the early Islamic Civilisation.</li> <li>2. find out about the House of Wisdom and how it became a centre for learning</li> <li>3. explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.</li> <li>4. describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</li> <li>5. identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.</li> <li>6. identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</li> </ol> |
|      | Skills | <u>Chronological understanding</u><br>Pupils should be taught to <ul style="list-style-type: none"> <li>• place current study on timeline in relation to</li> </ul>   | <u>Chronological understanding</u><br>Pupils should be taught to <ul style="list-style-type: none"> <li>• place current study on timeline in relation</li> </ul>  | <u>Chronological understanding</u><br>Pupils should be taught to <ul style="list-style-type: none"> <li>• place current study on timeline in relation</li> </ul>   |



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|  | <p>other studies.</p> <ul style="list-style-type: none"> <li>• use relevant dates and terms.</li> <li>• sequence up to 10 events on a timeline.</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• compare beliefs and behaviour with another time studied.</li> <li>• write another explanation of a past event using evidence to support and illustrate their explanation.</li> <li>• know key dates, characters and events in the time studied.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• link sources and work out how conclusions were arrived at.</li> <li>• consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li> <li>• be aware that different evidence will lead to different conclusions.</li> <li>• confidently use the library and internet for research.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• recognise primary and secondary sources.</li> <li>• use a range of sources to find out an aspect of time past.</li> </ul> | <p>to other studies.</p> <ul style="list-style-type: none"> <li>• use relevant dates and terms.</li> <li>• sequence up to 10 events on a timeline.</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• compare beliefs and behaviour with another time studied.</li> <li>• write another explanation of a past event using evidence to support and illustrate their explanation.</li> <li>• know key dates, characters and events in the time studied.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• link sources and work out how conclusions were arrived at.</li> <li>• consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li> <li>• be aware that different evidence will lead to different conclusions.</li> <li>• confidently use the library and internet for research.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• recognise primary and secondary sources.</li> </ul> | <p>to other studies.</p> <ul style="list-style-type: none"> <li>• use relevant dates and terms.</li> <li>• sequence up to 10 events on a timeline.</li> </ul> <p><u>Range and depth of historical knowledge</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• compare beliefs and behaviour with another time studied.</li> <li>• write another explanation of a past event using evidence to support and illustrate their explanation.</li> <li>• know key dates, characters and events in the time studied.</li> </ul> <p><u>Interpretations of history</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• link sources and work out how conclusions were arrived at.</li> <li>• consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li> <li>• be aware that different evidence will lead to different conclusions.</li> <li>• confidently use the library and internet for research.</li> </ul> <p><u>Historical enquiry</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• recognise primary and secondary sources.</li> </ul> |
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|           | <ul style="list-style-type: none"> <li>• suggest omissions and the means of finding out.</li> <li>• bring knowledge gathered from several sources together in a fluent account.</li> </ul>  | <ul style="list-style-type: none"> <li>• use a range of sources to find out an aspect of time past.</li> <li>• suggest omissions and the means of finding out.</li> <li>• bring knowledge gathered from several sources together in a fluent account.</li> </ul>   | <ul style="list-style-type: none"> <li>• use a range of sources to find out an aspect of time past.</li> <li>• suggest omissions and the means of finding out.</li> <li>• bring knowledge gathered from several sources together in a fluent account.</li> </ul>  |
| Key Vocab | <ul style="list-style-type: none"> <li>• Hitler</li> <li>• Germany</li> <li>• Winston Churchill</li> <li>• invasions</li> <li>• Blitz</li> <li>• evacuee</li> <li>• gas marks</li> <li>• air raid</li> <li>• air raid shelters</li> <li>• rationing</li> <li>• Barnet</li> <li>• London</li> <li>• bombs</li> <li>• aeroplanes</li> </ul> | <ul style="list-style-type: none"> <li>• Mesoamerica</li> <li>• pok-ta-pok</li> <li>• vigesimal number system</li> <li>• lithography</li> <li>• John Lloyd Stephens</li> <li>• Frederick Catherwood</li> <li>• Copan</li> <li>• Chichen Itza</li> <li>• Palenque</li> <li>• hieroglyphs</li> <li>• camera lucida</li> <li>• codex</li> <li>• syllabogram</li> <li>• logogram</li> <li>• maize</li> </ul> | <ol style="list-style-type: none"> <li>1. Baghdad, AD 752, AD 900, Islamic Empire, civilisation, Iraq, caliph Al-Mansur, mosque, House of Wisdom, Europe, Dark Ages, London.</li> <li>2. House of Wisdom, Bayt-Al-Hikma, scholars, Caliph Harun Al-Rashid, Al-Khwarizmi, algebra, engineer, astronomical observatory, Banu Musa brothers, Ibn Al-Haytham, Muhammah Al- Idrisi, siege, Mongol, legacy, Renaissance</li> <li>3. House of Wisdom, golden age of Islam, Muhammad ibn Zakariya Razi, Abu al- Qasim Khalaf ibn al-Abbas Al-Zahrawi, Abu 'Abdullah Muhammad Ibn Musa Al-Khwarizmi, Ibn al-Haytham.</li> <li>4. Islam, Muslim, caliph, caliphate, democracy, government, Muhammad, Allah, Abu Bakr, Ali, Sunni, Shia.</li> <li>5. Geometric, vegetal, calligraphy, repeating, motif, arabesque, linear.</li> <li>6. Trade, economy, Silk Road, spices, gold, ivory, paper, silk, Jabir ibn Hayyan, Al- Kindi</li> </ol> |



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|  |                  |  |  |  |
|  | Sticky Knowledge | <ul style="list-style-type: none"> <li>• WW2 started when Hitler invaded Poland.</li> <li>• Hitler was the leader of Germany and had very radical ideas.</li> <li>• The Blitz was when Germany dropped lots of bombs on London.</li> <li>• Barnet was bombed in the Blitz.</li> <li>• Air raid shelters were places people would go to protect themselves from bombs.</li> <li>• Air raid sirens made a noise when German planes were approaching to warn people.</li> <li>• Children in Barnet had to be evacuated.</li> <li>• Children in Barnet had to go to air raid shelters.</li> <li>• People in Barnet had to ration.</li> </ul> | <ul style="list-style-type: none"> <li>• The Mayans lived in Central America.</li> <li>• Mesoamerica is a number of societies in Central America.</li> <li>• The Mayans were an intelligent civilisation that had a number and word system.</li> <li>• They believed in a number of different gods.</li> <li>• They used to do a number of rituals such as blood-letting.</li> <li>• There were a number of explorers who painted pictures of the society.</li> <li>• The food that the Mayans ate such as maize and avocados .</li> </ul> | <ul style="list-style-type: none"> <li>• Abu Abdullah Muhammad ibn Musa al-Khwarizmi • 'Father of algebra' •</li> <li>• Muhammad ibn Zakariya al-Razi - Treatment of smallpox and measles</li> <li>• Abu al-Qasim Khalaf ibn al-Abbas al-Zahrawi - New surgical techniques, e.g. cauterisation</li> <li>• Ibn al-Haytham - Proved that light travels in straight lines.</li> <li>• General peace across a huge Islamic empire.</li> <li>• Advanced mathematics used Arabic numbers and the concept of 'zero'.</li> </ul> |
|  | Expert Knowledge | <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Goodnight Mr Tom</li> <li>• Anne Frank's Diary</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Recount - a night in a bomb shelter.</li> </ul>  | <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• The Chocolate tree</li> <li>• The Corn Grows Ripe.</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Fact file on Chichen Itza</li> </ul>   | <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Tales of Arabian nights</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• A comparison</li> </ul>   |