



# History Medium Term Plan 2023~2024



Year 1	Knowledge	Skills
<b>Autumn 1</b> <b>My Family History</b>	Children will know: <ul style="list-style-type: none"><li>• where the people and events they study fit within a chronological framework;</li><li>• some ways in which we find out about the past;</li><li>• differences between the lives of grandparents brought up in this country and also those abroad.</li></ul>	Children to be able to: <ul style="list-style-type: none"><li>• develop skills to understand how to find out about the past;</li><li>• identify similarities and differences between ways of life in different time periods;</li><li>• use sources to answer questions about the past.</li></ul>
<b>Spring 1</b> <b>The Greatest Explorers</b>	Children will know: <ul style="list-style-type: none"><li>• what an explorer is and what they do;</li><li>• some achievements of explorers, including Ibn Battuta, Captain Cook, Roald Amundsen and Sunita Williams.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• locate some explorers on a timeline;</li><li>• compare the achievements of explorers;</li><li>• use parts of sources to show what they know;</li></ul>
<b>Summer 1</b> <b>Great Inventions – The First Flight</b>	Children will know: <ul style="list-style-type: none"><li>• why the Wright brothers may have wanted to fly;</li><li>• some of the sources of evidence they can use to find out about the first flight;</li><li>• key features of the Wright's Flyer;</li><li>• how important aeroplanes are today;</li><li>• why the Rainhill Trials happened;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• identify similarities and differences between a modern aeroplane and the Flyer;</li><li>• use a wide vocabulary of everyday historical terms;</li><li>• use sources to find out information about historical events;</li></ul>



# History Medium Term Plan 2023~2024



Year 2	Knowledge	Skills
<b>Autumn 1</b> <b>Our Local Heroes</b>	Children will know: <ul style="list-style-type: none"><li>• some ways in which we find out about the past;</li><li>• the contributions people can make in order to become significant;</li><li>• at least 5 individuals who are significant within our local area.</li></ul>	Children to be able to; <ul style="list-style-type: none"><li>• choose and use parts of stories and other sources to show what they know about some significant people from our local area;</li><li>• use a range of sources of evidence, including oral history, visual images and written documents;</li><li>• ask and answer questions to find out information;</li><li>• use a range of historical vocabulary.</li></ul>
<b>Spring 1</b> <b>Bonfire Night and The Great Fire of London</b>	Children will know: <ul style="list-style-type: none"><li>• how Bonfire Night is celebrated;</li><li>• the main events of the Gunpowder Plot;</li><li>• why Guy Fawkes took the action he did;</li><li>• the importance of using a range of evidence when studying an event;</li><li>• recall the events of the Great Fire of London;</li><li>• some of the reasons why the fire spread so quickly;</li><li>• the positive and negative impacts of the Great Fire of London;</li><li>• why some events are more significant than others;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use different sources to reach a conclusion about Guy Fawkes' actions during the Gunpowder Plot;</li><li>• present an argument for or against Bonfire Night still being celebrated;</li><li>• use eyewitness accounts to retell the events of the Great Fire of London;</li></ul>
<b>Summer 1</b> <b>Holidays</b>	Children will know: <ul style="list-style-type: none"><li>• why people go on a holiday to the seaside;</li><li>• some of the key features of holidays their grandparents went on when they were children;</li><li>• the importance of using more than one source to reach a conclusion;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• interview an adult about the holidays they went on when they were a child;</li><li>• use photographs to reach conclusions about holidays in the past;</li><li>• compare holidays in the past with present day holidays;</li><li>• use souvenirs to reach conclusions about seaside holidays;</li><li>• write a story based on factual information;</li></ul>



# History Medium Term Plan 2023~2024



Year 3	Knowledge	Skills
<b>Autumn 1</b> <b>Our Local Area</b>	Children will know: <ul style="list-style-type: none"><li>• knowledge of the past is constructed from a range of sources;</li><li>• why some buildings in our local area are special;</li><li>• why some different sites may be preserved;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use common words and phrases relating to the passing of time;</li><li>• address and devise historical valid questions about change, cause, similarity, difference and significance;</li><li>• construct informed responses that involve selection of relevant information;</li><li>• understand how our knowledge of the past is constructed from a range of sources;</li><li>• make links between a building and the history of its locality;</li><li>• recognise the features of a building that make it worth saving;</li></ul>
<b>Spring 1</b> <b>The Stone Age</b>	Children will know: <ul style="list-style-type: none"><li>• why the period is called the 'Stone Age';</li><li>• where the Stone Age fits within the wider historical context;</li><li>• the three periods of the Stone Age;</li><li>• archaeologists and historians use evidence to interpret the past;</li><li>• key features of significant monuments;</li><li>• there are different interpretations of sites;</li><li>• some key areas of progress made during the Stone Age;</li><li>• differences and similarities in people's lives in the Old and Middle Stone Ages;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• sequence the three periods of the Stone Age;</li><li>• use a range of sources to reach a valid conclusion about life in the Stone Age;</li><li>• distinguish between features of the different periods of the Stone Age;</li><li>• use sources to reach conclusions about life in Neolithic times;</li><li>• make comparisons between family life in Neolithic times and today;</li><li>• reach an overall judgement about the level of progress achieved during the Stone Age;</li></ul>
<b>Summer 1</b> <b>Bronze Age and Iron Age</b>	Children will know: <ul style="list-style-type: none"><li>• some key features of the Bronze Age;</li><li>• some important features of the Iron Age;</li><li>• similarities and differences between Bronze Age and Iron Age houses and home life;</li><li>• some of the dangers Bronze Age and Iron Age people faced;</li><li>• ways people protected themselves;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• locate the Bronze Age on a timeline;</li><li>• explain the impact of changes made during the Bronze Age;</li><li>• work out information about the Bronze Age from using sources;</li><li>• organise and present information from their research;</li><li>• support their opinions with accurate information;</li></ul>



# History Medium Term Plan 2023-2024



Year 4	Knowledge	Skills
<b>Autumn 1 Roman Britain</b>	Children will know: <ul style="list-style-type: none"><li>• our knowledge of the past is constructed from a range of sources, note connections, contrasts and trends over time;</li><li>• there are differing interpretations of the invasion and resistance;</li><li>• when and how the Romans conquered Britain;</li><li>• what life was like for a Roman soldier on Hadrian's Wall;</li><li>• where, why and how the Roman's built their roads;</li><li>• what the Roman's did that is still of significance today;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• address historically valid questions about change, cause and significance;</li><li>• construct informed responses that involve the thoughtful selection and organisation of historical information;</li><li>• address and devise historically valid questions about similarity and difference;</li><li>• use evidence such as the Vindolanda tablets to present a valid argument on what life was like for Roman soldiers;</li><li>• use a variety of sources to obtain information about the achievements of the Romans</li></ul>
<b>Spring 1 Ancient Egyptians</b>	Children will know: <ul style="list-style-type: none"><li>• why the Nile was important to Ancient Egyptians;</li><li>• some reasons why the Ancient Egyptians were successful;</li><li>• a range of different roles and jobs carried out by the Egyptians;</li><li>• why the Egyptians built the pyramids;</li><li>• important details about Egyptian religion;</li><li>• achievements made by the Ancient Egyptians;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use a timeline to locate Ancient Egypt and other ancient civilisations;</li><li>• use some main sources of evidence to reach some conclusions about Ancient Egyptian life;</li><li>• place the different roles in hierarchy of importance;</li><li>• construct informed responses that involve thoughtful selection of relevant information about Ancient Egyptians;</li><li>• address and devise historically valid questions about Ancient Egyptian life;</li><li>• compare the achievements made by the Ancient Egyptians with those of other societies;</li></ul>
<b>Summer 1 Crime and Punishment</b>	Children will know: <ul style="list-style-type: none"><li>• how laws and punishments have changed over time;</li><li>• why different groups in society view laws in a variety of ways;</li><li>• why views on crimes have changed over time;</li><li>• when and why the police force was introduced;</li><li>• how and why attitudes towards the suffragettes' action have changed over time;</li><li>• that some material is not appropriate for display;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• note connections, contrasts and trends of the police force over time;</li><li>• use a variety of sources of obtain evidence to support their views;</li><li>• use sources to understand why the suffragettes took action;</li><li>• present a viewpoint on whether the suffragettes were justified in taking their actions;</li><li>• present information in an engaging and accessible way;</li></ul>



# History Medium Term Plan 2023~2024



Year 5	Knowledge	Skills
<b>Autumn 1</b> <b>The Angle-Saxons</b>	Children will know: <ul style="list-style-type: none"><li>• who the Anglo-Saxons were;</li><li>• why the Anglo-Saxons settled in England;</li><li>• to recognise the limitations of using archaeological evidence but also its importance;</li><li>• why the discovery of the Sutton Hoo, the Staffordshire Hoard were so significant;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• understand how our knowledge of the past is constructed from a range of sources;</li><li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information;</li><li>• note connections, contrasts and trends over time;</li><li>• regularly address and devise historically valid questions about significance;</li><li>• understand what archaeological evidence can tell us about the Anglo-Saxons;</li><li>• begin to provide counter arguments;</li><li>• present thinking clearly as a balanced argument;</li></ul>
<b>Spring 1</b> <b>The Vikings</b>	Children will know: <ul style="list-style-type: none"><li>• about the events at Lindisfarne on 8<sup>th</sup> June 793 AD;</li><li>• the limitations of the evidence available regarding the raid on Lindisfarne;</li><li>• what the way of life was like for Vikings at home;</li><li>• the Vikings were traders as well as raiders;</li><li>• where the Vikings settled in Britain;</li><li>• what Viking settlements were like and that they were varied;</li><li>• the key events in King Alfred's life;</li><li>• the Vikings themselves left very little written evidence;</li><li>• the majority of the written evidence about the Vikings is biased;</li><li>• understand what a saga is and what it should include;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use sources to find out what happened at Lindisfarne;</li><li>• use evidence to identify valid reasons why the Vikings would want to leave their home;</li><li>• explain why the Vikings settled in Britain;</li><li>• reach a valid judgement on how successful King Alfred was against the Vikings;</li><li>• offer a valid opinion about whether Alfred should be called 'Great';</li><li>• write their own Viking saga using the information they have learned about the Vikings;</li><li>• note contrasts and connections over time;</li></ul>
<b>Summer 1</b> <b>Journeys</b>	Children will know: <ul style="list-style-type: none"><li>• journeys can be both a positive and negative experience for the traveller;</li><li>• journeys can have an impact on a range of people;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• explain a range of reasons why people undertake journeys now, and why they did in the past;</li><li>• use a range of sources to find out information about Walter Raleigh;</li></ul>



# History Medium Term Plan 2023~2024



	<ul style="list-style-type: none"><li>• a range of reasons why Walter Raleigh explored other lands;</li><li>• a range of reasons why the Irish 3<sup>rd</sup> class passengers travelled on the Titanic;</li><li>• the difference between a fact and an opinion;</li><li>• why the Kindertransport took place;</li><li>• why people travelled on the Empire Windrush;</li><li>• a range of reasons why people are prepared to risk their lives making journeys;</li><li>• why there are a range of viewpoints about refugees in the UK;</li></ul>	<ul style="list-style-type: none"><li>• use a variety of sources to find out information about the journey of the Titanic;</li><li>• use a range of sources to find out what life was like for children on the Kindertransport;</li><li>• use a variety of sources to find out what life was like for passengers on the Empire Windrush;</li><li>• give examples of the positive contributions to Britain made by refugees;</li></ul>
--	---	---



## History Medium Term Plan 2023-2024



Year 6	Knowledge	Skills
<b>Autumn 1</b> <b>The Impact of War</b>	Children will know: <ul style="list-style-type: none"><li>• our knowledge of the past is constructed from a range of sources;</li><li>• the impact of the First and Second World Wars on our locality;</li><li>• the number of deaths in our locality in both World Wars;</li><li>• some of the ways in which daily life changed during the wars;</li><li>• the impact of the wars varied by region and between families;</li><li>• the steps taken locally and nationally to lessen the impact of attack in both world wars;</li><li>• the degree of danger in each of the wars varied by region and between families.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• address and devise historically valid questions about change, cause and significance;</li><li>• note connections, contrasts and trends and construct informed responses that involve thoughtful selection and organisation of historical information;</li><li>• develop the use of appropriate historical terms;</li><li>• understand how information from a war memorial or grave can be utilised;</li><li>• design a memorial that represents the experience of people in the locality in both World Wars.</li></ul>
<b>Spring 1</b> <b>The Maya Civilisation</b>	Children will know: <ul style="list-style-type: none"><li>• where and how the Maya live today;</li><li>• the limitations of reaching conclusions using just archaeological evidence;</li><li>• why the Maya had many gods;</li><li>• the significance of the Maya creation of myth;</li><li>• most of the Maya disappeared around 900 AD;</li><li>• historians disagree about why this happened;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use evidence about the Maya today to read a conclusion about the Maya in the past;</li><li>• generate further questions to check findings and deepen their understanding;</li><li>• ask and answer questions about the Maya using evidence;</li><li>• make links between the beliefs of the Maya and other societies they have studied throughout Key Stage Two;</li><li>• make comparisons between the achievements of the Maya and other societies;</li><li>• present their own interpretation of events around 900 AD;</li><li>• present valid reasons why the Maya should or should not be remembered;</li><li>• use evidence from sources to support the conclusions they reach;</li><li>• link together evidence from a range of sources to strengthen conclusions;</li></ul>
<b>Summer 1</b> <b>The Ancient Greeks</b>	Children will know: <ul style="list-style-type: none"><li>• what Greece is like now;</li><li>• what is meant by 'democracy';</li><li>• why the Ancient Olympic Games were important;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• put Ancient Greece on a timeline;</li><li>• compare the Ancient Greece time period with other civilisations;</li><li>• make links between the modern world and Ancient Greece;</li></ul>





## History Medium Term Plan 2023~2024



	<ul style="list-style-type: none"><li>• some myths of Ancient Greece;</li><li>• why the Ancient Greeks fought so many wars and why they were successful;</li><li>• a range of Ancient Greek achievements;</li><li>• the impact of the legacy of the Ancient Greeks on the world today;</li></ul>	<ul style="list-style-type: none"><li>• build knowledge about the Spartans and Athenians using a variety of sources;</li><li>• make valid comparisons between the lives of Spartans and Athenians;</li><li>• make links to government in the 21<sup>st</sup> century;</li><li>• make several comparisons to show both change and continuity between the Ancient and Modern Olympic Games;</li><li>• make links between the importance of religion in Greek society with that of other societies studied;</li><li>• make comparisons between the achievement of the Ancient Greeks and other societies;</li></ul>
--	--	--