

# History Medium Term Plan



**Saint Augustine Webster**  
CATHOLIC VOLUNTARY ACADEMY



**OUR LADY  
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

## EYFS

| Specific Area of Learning Understanding the World | Past and Present   | Key Vocabulary to be developed in EYFS   | Examples of how this is achieved in Nursery  | Examples of how this is achieved in Reception  | History KS1  |
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|   | <ul style="list-style-type: none"> <li>Talk about the lives of 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>    | <ul style="list-style-type: none"> <li>History</li> <li>Historian</li> <li>After</li> <li>Before</li> <li>New</li> <li>Old</li> <li>Now</li> <li>Past</li> <li>Present</li> <li>Time</li> </ul>    | <p>Know about personal history – birthdays, celebrations.</p> <p>Celebrating cultural diversity of children in the class.</p> <p>Traditional festivals and celebrations.</p> <p>Routines - Learning Feedback times – talking about learning from the previous day / week etc...</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> | <p>Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p> <p>Remembrance Day.</p> <p>Black History week – Rosa Parks.</p> <p>Bonfire Night – Guy Fawkes.</p> | <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally</li> </ul> |
|   | <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> | <p>Linked to communication and language pupils will:</p> <ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul> |  |  |  |

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|  |  | <ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> | <p>Life cycles and growing plants to introduce change over time.</p> | <p>R.E themes taught through Come and See.</p> <p>Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</p> <p>London past and present – Link ‘The Naughty Bus,’ story.</p> <p>Learning Feedback times – talking about learning from the previous day / week etc...</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Child-led learning inspired from books – Tim Peake / Astronauts.</p> |  |
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| Year 1            | Advent<br>Changes within living memory  | Lent 1<br>Lives of significant people   | Lent 2<br>Lives of significant people  |
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| Core Knowledge    | <p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ol style="list-style-type: none"> <li>How have I grown and changed in my life?</li> <li>What is it like around here?</li> <li>What are the shops in my community?</li> <li>What were shops like in the past?</li> <li>How have shops changed?</li> <li>How are shops different today than a long time ago?</li> </ol> <p>The learning questions can be taught over more than one lesson, if needed. Remember these: Connect, Explain, Example, Attempt, Apply and Challenge.</p> | <p>Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ol style="list-style-type: none"> <li>Who was Mary Anning? What did she do?</li> <li>What did Mary Anning discover?</li> <li>Who is David Attenborough? What does he do?</li> <li>What has David Attenborough achieved?</li> <li>Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</li> </ol> <p>Retrieve and use what children know already to compare and consider contrasts through the periods of time and the achievements of both significant people</p> | <p>Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ol style="list-style-type: none"> <li>Who was Neil Armstrong? What did he achieve?</li> <li>Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve? <b>ONE IS CHOSEN</b></li> <li>Compare the achievements of two significant individuals. What was similar and what was different?</li> </ol> <p>Retrieve and use what children know already to compare and consider contrasts through the periods of time and the achievements of both significant people</p> |
| Previous Learning | <p><b>Past and Present</b><br/>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>   | <p><b>Year 1</b><br/><b>Science</b><br/>Animals, including humans<br/>Plants.</p> <p><b>EYFS</b><br/><b>Past and Present</b><br/>Talk about the lives of the people around them and their roles in society.</p>   | <p><b>Year 1</b><br/><b>Science</b><br/>Animals, including humans<br/>Plants.<br/><b>History</b><br/>Lives of significant people</p> <p><b>EYFS</b><br/><b>Past and Present</b><br/>Talk about the lives of the people around them and their roles in society.</p>   |

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|                            | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b><u>People, Culture and Communities</u></b><br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities</u></b><br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities</u></b><br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> |
| <b>Substantive concept</b> | <p><b><u>COMMUNITY</u></b><br/>Nationality, Rights, Society</p>   | <p><b><u>KNOWLEDGE and COMMUNITY</u></b><br/>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>  | <p><b><u>KNOWLEDGE and COMMUNITY</u></b><br/>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>   |
| <b>Historical Enquiry</b>  | <p><b><u>Chronology</u></b><br/>How have you changed since you were born? What are the stages in your life? When were shops different to ours a long time ago? In this study, when we say a</p>   | <p><b><u>Chronology</u></b><br/>What happened and when? What was life like at that time for these people? What things did they have that were similar to us? What things did they have that were different?</p>   | <p><b><u>Chronology</u></b><br/>What happened and when? What was life like at that time for these people? What things did they have that were similar to us? What things did they have that were different?</p>   |

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|  | <p>long time ago, how many years do we mean?</p> <p><b><u>Cause &amp; consequence</u></b><br/>Why have shops changed? What made shops change? How have shops changed in your community? Has all that change been good for shops?</p> <p><b><u>Change &amp; continuity</u></b><br/>Are there any shops that have stayed the same? Are there any shops that have not stayed the same? What are supermarkets?</p> <p><b><u>Similarity &amp; difference</u></b><br/>What shops in your community are similar to shops in the past? What shops in your community are different to shops in the past?</p> <p><b><u>Evidence</u></b><br/>How do we know about the past? What helps us know about shops a long time ago? Who do you know who used shops a long time ago?</p> <p><b><u>Significance</u></b><br/>What is the big difference between shops today and shops a long time ago (1950s) What significant difference did self-serving make to shops a long time ago?</p> | <p><b><u>Cause &amp; consequence</u></b><br/>What happened that led Mary Anning to discover fossils? What happened to Mary Anning as a result of her discoveries? What happened that led David Attenborough to film wildlife documentaries? What was the consequence David Attenborough making his films?</p> <p><b><u>Change &amp; continuity</u></b><br/>How has the way people think about the past changed because of the discoveries of Mary Anning? How has the way people think about wild animals and the environment changed because of David Attenborough's films?</p> <p><b><u>Similarity &amp; difference</u></b><br/>What do you notice that is similar about when Mary Anning lived and today? What do you notice that is different about when Mary Anning lived and today?</p> <p><b><u>Evidence</u></b><br/>Why do we need to know about the past? How do we know about the past? What things tell us about the past?</p> <p><b><u>Significance</u></b><br/>What did Mary Anning do that was significant? Why was that? What did David Attenborough do that was significant? Why was that?</p> | <p><b><u>Cause &amp; consequence</u></b><br/>Why was landing on the Moon so important? What happened to Neil Armstrong as a result of his pioneering mission? What effect did the Moon landing have on people across the world? Who was inspired by the actions of others? What happened as a result?</p> <p><b><u>Change &amp; continuity</u></b><br/>Who inspired these astronauts? How have these astronauts inspired others? How has the way people think about becoming an astronaut changed?</p> <p><b><u>Similarity &amp; difference</u></b><br/>What do you notice that is similar about the astronauts? What do you notice that is different about the first mission to the Moon and space travel today?</p> <p><b><u>Evidence</u></b><br/>Why do we need to know about the past? How do we know about the past? What things tell us about the past? How do we what we know about the past to improve the future?</p> <p><b><u>Significance</u></b><br/>What did Neil Armstrong do that was significant? Why was that? What did Mae Jemison do that was significant? Why was that? What did Bernard Harris Jr do that was significant? Why</p> |
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|            |  |  |  |   | was that? What did Tim Peake do that was significant? Why was that? |   |
| Vocabulary | <u>Tier 2</u><br>toddler timeline<br>present compare<br>memory | <u>Tier 3</u><br>community tills<br>supermarket<br>customer bakery | <u>Tier 2</u><br>legacy inspire<br>revealed explore<br>similar | <u>Tier 3</u><br>fossil documentary<br>significant naturalist<br>expedition | <u>Tier 2</u><br>legacy inspire<br>pioneer explore<br>similar       | <u>Tier 3</u><br>orbit racism<br>significant<br>astronaut<br>expedition |

| Year 2            | Advent<br>Events beyond living memory   | Pentecost<br>Significant local people, places and events   |
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| Core Knowledge    | <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <ol style="list-style-type: none"> <li>1. Where is London? When was the Great Fire of London?</li> <li>2. How did the fire start? Why did the fire spread so quickly? <i>Study Sunday 2nd September 1666</i></li> <li>3. Where did the fire spread to? <i>Study Monday 3rd and Tuesday 4th September 1666</i></li> <li>4. Where did the fire spread to? <i>Study Wednesday 5th and Thursday 6th September 1666</i></li> <li>5. How do we know about the Great Fire of London? <i>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn.</i></li> <li>6. What effect did the fire have on London? <i>As a result of the fire, what changes were made to London?</i></li> </ol> | <p>Pupils should be taught about events, places and people from Scunthorpe and surrounding areas.</p> <ol style="list-style-type: none"> <li>1. Remember - what is Scunthorpe like today?</li> <li>2. <b>What happened in Scunthorpe a long time ago?</b></li> <li>3. <b>Who was Saint Augustine Webster and what happened to him?</b></li> <li>4. <b>What is Scunthorpe most famous for?</b></li> <li>5. <b>What did Scunthorpe do during WW2?</b></li> </ol> |
| Previous Learning | <p><u>EYFS</u><br/><u>Past and Present</u><br/>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>   | <p><u>History</u><br/><u>Year 1</u><br/>Lives of significant people<br/>More lives of significant people<br/><u>Year 2</u><br/>Events beyond living memory</p>   |

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|                            | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>Year 1</u><br/> <u>History</u><br/> Lives of significant people<br/> More lives of significant people<br/> <u>Science</u><br/> Everyday materials</p>  |   |
| <b>Substantive concept</b> | <p><u>COMMUNITY POWER KNOWLEDGE DEMOCRACY</u><br/> City, Monarchy, King, Merchant, Parliament, Society, Religion</p>  | <p><u>COMMUNITY KNOWLEDGE POWER</u><br/> Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>  |
| <b>Historical Enquiry</b>  | <p><u>Chronology</u><br/> When did the Great Fire of London start? What day did the fire start? What day did the wind change direction? Did the fire start to dwindle before the wind changed?</p> <p><u>Cause &amp; consequence</u><br/> What was the consequence of the Great Fire of London? How does the word flammable connect to how the fire spread? Did the wind help or hinder the spread of the fire?</p> <p><u>Change &amp; continuity</u><br/> How did London change as a result of the fire? What were the main things that changed? Was all of London destroyed by the fire? What buildings survived the fire?</p> <p><u>Similarity &amp; difference</u><br/> What was different about the way fires were put out in 1666 compared with today? What was different about the way people lived in London in 1666 compared with today?</p> <p><u>Evidence</u><br/> How do we know about the fire? What sources tell us about the fire? Why weren't there any photographs taken? What artefacts tell us about the Great Fire?</p> | <p><u>Chronology</u><br/> What happened and when? What else do I know that happened at the same time but in a different place? Contrast the time children have been alive with the timeline to give a sense of scale and comparison.</p> <p><u>Cause &amp; consequence</u><br/> What events caused things to change?<br/> What events led to significant change?<br/> What people were involved in making change happen?<br/> What was the consequence of change?</p> <p><u>Change &amp; continuity</u><br/> What changed over time? Why did things change? What has stayed the same? Why do you think they have stayed the same?</p> <p><u>Similarity &amp; difference</u><br/> What do you notice is similar in Scunthorpe today? Why is that?<br/> What do you notice that is different in Scunthorpe today? Why is that?</p> <p><u>Evidence</u></p> |

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|                   | <b>Significance</b><br>What's important to know about the Great Fire of London?<br>Who were the significant people at the time of the fire? What did they do? Were they significantly good or significantly bad?<br>Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the fire? |   | Why do we need to know about the past? How do we know about the past?<br>What is historical evidence? What evidence helps us to know about the past?<br><br><b>Significance</b><br>What events were significant in the history of Scunthorpe?<br>What people made significant decisions or took significant actions that affected Scunthorpe? What actions do you think were significantly good? Why was that?<br>What actions do you think were significantly bad? Why was that? |   |
| <b>Vocabulary</b> | <b>Tier 2</b><br>bustling raged extinguished<br>merchant engulfed  | <b>Tier 3</b><br>flammable devoured<br>possessions ineffective doused | <b>Tier 2</b><br>Local area Survey oath iron<br>ally commemoration  | <b>Tier 3</b><br>Coat of Arms Prior canonized<br>open cast furnace air raid |

| Year 3                   | Advent<br>Changes in Britain from the Stone Age to the Iron Age  | Lent<br>The Roman Empire and its impact on Britain   |
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| <b>Core Knowledge</b>    | Pupils should be taught about:<br><b>Changes in Britain from the Stone Age to the Iron Age</b> <ol style="list-style-type: none"> <li>1. Introduce the three periods of time in the Stone Age.</li> <li>2. What were Palaeolithic times like? How do we know?</li> <li>3. What were Mesolithic times like? How do we know?</li> <li>4. What were Neolithic times like? How do we know?</li> <li>5. When was the Bronze Age? What was the Bronze Age like? How do we know?</li> <li>6. How was the Bronze Age different to the Stone Age?</li> <li>7. When was the Iron Age? What was the Iron Age like? How do we know?</li> <li>8. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</li> </ol> | Pupils should be taught about:<br><b>The Roman Empire and its impact on Britain</b> <ol style="list-style-type: none"> <li>1. Who were the Romans?</li> <li>2. What was it like to live in Rome?</li> <li>3. Remember the Celtic people: what was it like to live during the Iron Age?</li> <li>4. When did the Romans invade Britain?</li> <li>5. Who resisted the Roman invasion?</li> <li>6. Technology: how did Britain change under Roman rule?</li> <li>7. Review session</li> <li>8. Belief: how did Britain change under Roman rule?</li> <li>9. SUMMARISE IT: so what was the impact of the Roman Empire on Britain?</li> </ol> |
| <b>Previous Learning</b> | <b>EYFS</b><br>Past and Present People<br>Culture and Communities  | <b>Year 1</b><br>Lives of significant people<br>More lives of significant people   |



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|                            | <p><u>Year 1</u><br/>Lives of significant people<br/>More lives of significant people</p> <p><u>Year 2</u><br/>Events beyond living memory<br/>Revisit events beyond living memory <u>Science</u></p> <p><u>Year 3</u><br/>Rocks</p>   | <p><u>Year 2</u><br/>Events beyond living memory<br/>Revisit events beyond living memory</p> <p><u>Year 3</u><br/>Changes in Britain from the Stone Age to the Iron Age</p>  |
| <b>Substantive concept</b> | <p><b>KNOWLEDGE COMMUNITY POWER</b><br/>Settlement, Belief, Conflict, Trade, Trade routes, Migration</p>   | <p><b>INVASION POWER CIVILISATION</b><br/>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>  |
| <b>Historical Enquiry</b>  | <p><u>Chronology</u><br/>What is the name of the oldest Stone Age? What does Mesolithic mean? How does the Neolithic period connect to Palaeolithic and Mesolithic times? What is the order of the Stone Age? What words help us explain that? Name the periods of time from the beginning of the Stone Age to the end of prehistory in Britain.</p> <p><u>Cause &amp; consequence</u><br/>What technology helped people make changes in the Stone Age? Why did people of the Stone Age stop using temporary homes? What was the consequence of domesticating animals? Why do historians use the terms Stone Age, Bronze Age and Iron Age to describe those periods of time?</p> <p><u>Change &amp; continuity</u><br/>How did the way of life in prehistoric Britain change because of technology? How did migration influence the technology used in the Stone, Bronze and Iron Ages? How did burials change? Why was bronze more desirable than stone? Why was iron more desirable than bronze?</p> <p><u>Similarity &amp; difference</u><br/>What were the big differences between the Stone Age and the Bronze Age? What were the big differences between the Bronze Age and the Iron Age? What was similar between the Neolithic</p> | <p><u>Chronology</u><br/>What other periods of time do pupils know about? How do these connect with the Romans? What was happening in Rome at the same time when Britons were in the Iron Age? Know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain. Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p> <p><u>Cause &amp; consequence</u><br/>What caused the Romans to invade Britain? What did the Romans do that led to significant change? Which significant people were involved in making change happen? What was the consequence of the actions the Romans took? Why didn't the Romans invade the northern regions of Britain? What caused the Romans to leave Britain?</p> <p><u>Change &amp; continuity</u><br/>How did Iron Age Britain change because of the Roman invasion? Why did things change? What stayed the same? What continuity did the Romans bring from their Empire? Why was technology important to the Romans? What technological advances did the Romans bring? Was this sustained? Were Britons prepared to defend their country after the Romans left?</p> <p><u>Similarity &amp; difference</u></p> |

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|            | <p>times and the Bronze and Iron Age? Were the ways people buried their dead similar or different? How were monuments used in the Stone Age? Was this the same in the Bronze and Iron Age?</p> <p><u>Evidence</u><br/>What artefacts and monuments tells us about the Stone Age? Were there any settlements found to tell us about the Stone Age? What artefacts, burials and settlements tell us about the Bronze Age? What artefacts, burials and settlements tell us about the Iron Age?</p> <p><u>Significance</u><br/>Some people say that Stone Age humans were not clever or intelligent. Do you agree or disagree? Why? What part did the migration of people play in advancing technology in the Stone, Bronze and Iron Ages? What was the significance of discovering how to make bronze and iron tools? Why is Stone Henge significant?</p> |  | <p>What do you notice that was similar in Rome and Britain at that time? What do you notice that was different between Rome and Britain at that time? How were the Celts different to the Romans? How were their armies different? Why was that?</p> <p><u>Evidence</u><br/>Why do we need to know about the past? What is historical evidence? How do we know about the Roman past in Britain? What evidence helps us to know about the past? Why is there more evidence of the Romans than of Iron Age Britons?</p> <p><u>Significance</u><br/>What events were significant in the period when the Romans invaded Britain? What people made significant decisions or took significant actions that affected Britain? What actions do you think were significantly good? Why was that? What actions do you think were significantly bad? Why was that?</p> |  |
| Vocabulary | <p><u>Tier 2</u><br/>ancient community dense extinct roaming prehistory</p>  | <p><u>Tier 3</u><br/>domesticated arid gatherer nomad reared submerged</p> | <p><u>Tier 2</u><br/>previously conquered rebellion luxurious culture settlement</p>  | <p><u>Tier 3</u><br/>amphitheatre emperor aqueducts invasion barbarian forum</p> |

| <b>Year 4</b>         | <b>Advent</b><br>Britain's settlement by Anglo-Saxons and Scots   | <b>Lent</b><br>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor   | <b>Pentecost</b><br>The achievements of the earliest civilizations   Ancient Egypt   |
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| <b>Core Knowledge</b> | <p>Pupils should be taught about:<br/><b>The struggle for the Kingdom of England - Britain's settlement by Anglo-Saxons and Scots</b></p> <ol style="list-style-type: none"> <li>Why did the Anglo-Saxons come to Britain?</li> </ol> | <p>Pupils should be taught about:<br/><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <ol style="list-style-type: none"> <li>What was life like for Vikings?</li> </ol> | <p>Pupils should be taught about:<br/><b>The achievements of the earliest civilisations and a depth study of ancient Egypt</b></p> |

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|                            | <ol style="list-style-type: none"> <li>Where did the Anglo-Saxons come from?</li> <li>What was life like for Anglo-Saxons in Britain?</li> <li>What kingdoms were formed by the Anglo-Saxons?</li> <li>How do we know about the Anglo-Saxons?</li> <li>How did religion influence the Anglo-Saxons? How do we know this?</li> </ol> | <ol style="list-style-type: none"> <li>When did the Vikings attack Britain?</li> <li>Where did the Vikings invade and settle?</li> <li>Why were the Vikings so feared and successful?</li> <li>When were the Vikings most powerful?</li> <li>What peace was agreed between the Anglo-Saxons and Vikings?</li> <li>What happened to the Vikings in England?</li> <li>Why did the Normans and Vikings both think they had the right to the throne of England?</li> </ol> | <ol style="list-style-type: none"> <li>Who were a few of the earliest civilisations and what did they achieve?</li> <li>Who were the ancient Egyptians and where did they live?</li> <li>The Old Kingdom: who was significant and what did they achieve?</li> <li>The Middle Kingdom: who was significant and what did they achieve?</li> <li>The New Kingdom: who was significant and what did they achieve?</li> <li>Achievements: how and what did the ancient Egyptians write?</li> <li>Achievements: How did the ancient Egyptians use the River Nile?</li> <li>Gods: what did the ancient Egyptians believe in?</li> <li>Evidence: what do we know about Tutankhamun?</li> </ol> |
| <b>Previous Learning</b>   | <u><b>Year 3</b></u><br>Changes in Britain from the Stone Age to the Iron Age<br>The Roman Empire and its impact on Britain   | <u><b>Year 3</b></u><br>Changes in Britain from the Stone Age to the Iron Age<br>The Roman Empire and its impact on Britain<br><u><b>Year 4</b></u><br>Britain's settlement by Anglo-Saxons and Scots  | <u><b>History</b></u><br><u><b>Year 3</b></u><br>Changes in Britain from the Stone Age to the Iron Age<br>The Roman Empire and its impact on Britain<br><u><b>Geography</b></u><br><u><b>Year 4</b></u><br>Latitude and Longitude<br>Rivers  |
| <b>Substantive concept</b> | <b>INVASION POWER COMMUNITY</b><br>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King   | <b>INVASION POWER COMMUNITY</b><br><b>DEMOCRACY</b>  | <b>CIVILISATION KNOWLEDGE POWER</b><br><b>INVASION</b>   |

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|                           |   | Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion  | Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave  |
| <b>Historical Enquiry</b> | <p><b><u>Chronology</u></b><br/>Which empire crumbled and left Britain unable to defend itself from invaders? When did that happen? When do historians think the Scots and Picts started raiding southern Britain? When did the Anglo Saxons arrive in Britain?</p> <p><b><u>Cause &amp; consequence</u></b><br/>What caused the Picts and Scots to start raiding southern Britain? How is the Roman exit connected to the arrival of the Anglo-Saxon in Britain? What caused the Anglo-Saxons settlement of Britain?</p> <p><b><u>Change &amp; continuity</u></b><br/>How did Britain change in Roman times? Did the way of life, that the Romans create, stay the same in Britain when they left? How did Britain change when the Anglo-Saxons arrived? How did religion change in Britain during the time of the Anglo-Saxons?</p> <p><b><u>Similarity &amp; difference</u></b><br/>What was different about the way of life in Britain through the Anglo-Saxons? What religion did people believe before the Anglo-Saxons arrived? How did small tribes and warrior kings change with the presence of the Anglo-Saxons?</p> <p><b><u>Evidence</u></b></p> | <p><b><u>Chronology</u></b><br/>When did the Vikings arrive in Britain? What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p> <p><b><u>Cause &amp; consequence</u></b><br/>What caused the Vikings to start raiding Britain? What was the consequence of the Battle of Edington? Did Christianity change Viking beliefs and way of life? Which battle ultimately ended the Viking era in England?</p> <p><b><u>Change &amp; continuity</u></b><br/>How did the Kingdoms of England change as a result of the Viking invasions? How did Britain change when the Vikings arrived? How did Danelaw bring change to England? How did religion change in Britain during the time of the Anglo-Saxons and Vikings?</p> <p><b><u>Similarity &amp; difference</u></b><br/>What was different about the Viking way of life in England? Were the Anglo-Saxons and Viking different? Thinking about exploration, where in the world did the Vikings venture to?</p> <p><b><u>Evidence</u></b><br/>What evidence tells us about the Viking way of life? True or False? Manuscripts</p> | <p><b><u>Chronology</u></b><br/>What were the three kingdoms of the ancient Egyptians? When and where do archaeologists think the ancient Egyptian civilisation began? How did the ancient Egyptian technology change over time? How long did the ancient Egyptian religion endure? Is that longer or shorter than Christianity?</p> <p><b><u>Cause &amp; consequence</u></b><br/>What was the purpose of building pyramids? In your opinion, what caused the rise or fall of an ancient Egyptian kings' power? What was the consequence of weak leadership? What caused the Nile to flood? How did ancient Egyptian kings use this seasonal knowledge to their advantage? How did the ancient Egyptian civilisation end?</p> <p><b><u>Change &amp; continuity</u></b><br/>How did burial change throughout the ancient Egyptian civilisation? Rameses II was described as one of the most successful pharaohs. How do we know? Were all ancient Egyptian kings male? What other civilisations influenced the ancient Egyptian way of life?</p> <p><b><u>Similarity &amp; difference</u></b><br/>What beliefs did all ancient Egyptian kings have in common? What symbols represented a pharaoh? Which ancient</p> |

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|            | <p>What evidence tells us about the Anglo-Saxon way of life? True or False? Anglo-Saxons lived in a period called prehistory. Explain why you think that. What is a manuscript? How do these tell us about the past?</p> <p><b><u>Significance</u></b><br/>What were the significant changes to the way of life in Britain after the Romans left? How would you connect Bede and the word 'significant'? How did the Anglo-Saxons change the way that Britain was ruled? Explain the significance between King Ethelbert of Kent and Augustine.</p> |   | <p>and writing was the only evidence about the Viking way of life in England. What evidence tells us about the first Viking raids?</p> <p><b><u>Significance</u></b><br/>Why was the death of King Edmund significant? How would you connect King Canute and the word 'significant'? Why was the Battle of Stamford Bridge a significant loss for the Vikings? Explain why the fleeing English king's journey to Normandy was significant. (Ethelred the</p> |  | <p>Egyptian king tried to change the structure of the ancient gods? What happened? What did his son do?</p> <p><b><u>Evidence</u></b><br/>What range of evidence tells us about the ancient Egyptian civilisation? Why was the Rosetta Stone such an important archaeological find? Why was writing such an important invention for the ancient Egyptians? What legacy did that leave? Even though Tutankhamun's tomb didn't offer the full glory other kings were afforded, it was a unique find of immense importance. Why was that?</p> <p><b><u>Significance</u></b><br/>Which pharaohs were the most successful? How do we know? What significant events happened in the Old Kingdom? How do we know? What significant events happened in the Middle Kingdom? How do we know? What significant events happened in the New Kingdom? How do we know?</p> |  |
| Vocabulary | <p><b><u>Tier 2</u></b><br/>abandoned<br/>defenceless<br/>dominant<br/>missionary pagan<br/>reliant</p>   | <p><b><u>Tier 3</u></b><br/>heptarchy laden<br/>sporadic vanquish<br/>viewpoint<br/>migration</p> | <p><b><u>Tier 2</u></b><br/>contested exile<br/>descendant heir<br/>plunder truce</p>  | <p><b><u>Tier 3</u></b><br/>decimated<br/>incursion ransack<br/>severed martyr<br/>marauding</p> | <p><b><u>Tier 2</u></b><br/>colossal stability<br/>society civilisation<br/>irrigation<br/>mysteriously<br/>armoured<br/>oppressive</p>   | <p><b><u>Tier 3</u></b><br/>funerary<br/>hieroglyphs<br/>artefact pillaged<br/>obelisk pharaoh</p> |

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| Year 5 | <p><b>Advent</b><br/>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | <p><b>Pentecost</b><br/>A non-European society that provides contrasts with British history   Maya c.AD 900</p> |
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| <b>Core Knowledge</b>      | <p>Pupils should be taught about:</p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <ol style="list-style-type: none"> <li>1. Who were the Ancient Greeks and when did they rule?</li> <li>2. What beliefs did the Ancient Greeks hold?</li> <li>3. City-states: what was the difference between Athens and Sparta?</li> <li>4. What was democracy like in Athens?</li> <li>5. Why was the theatre important to the Ancient Greeks?</li> <li>6. What myths and fables did the Ancient Greeks create?</li> <li>7. What happened at the Battles of Marathon and Salamis? Why were they important?</li> <li>8. Why were the Olympic games invented by the Ancient Greeks?</li> <li>9. Who was Alexander the Great and why was he so renowned?</li> </ol> | <p>Pupils should be taught about:</p> <p><b>A non-European society that provides contrasts with British history – Maya civilization c. AD 900</b></p> <ol style="list-style-type: none"> <li>1. Where did the Maya live?</li> <li>2. What were the significant events in the Maya's history?</li> <li>3. What were Maya city-states like?</li> <li>4. City-state study – Tikal, Palenque or Chichen Itza</li> <li>5. What did the Maya invent?</li> <li>6. What happened to the Maya city-states?</li> <li>7. Remember Britain and the Anglo-Saxons</li> <li>8. Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</li> </ol> |
| <b>Previous Learning</b>   | <p><u><b>Year 3</b></u><br/>Changes in Britain from the Stone Age to the Iron Age<br/>The Roman Empire and its impact on Britain</p> <p><u><b>Year 4</b></u><br/>Britain's settlement by Anglo-Saxons and Scots<br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br/>The achievements of the earliest civilizations- Egyptians</p> <p><u><b>Geography</b></u><br/><u><b>Year 4</b></u><br/>Latitude and Longitude</p>  | <p><u><b>History</b></u><br/><u><b>Year 3</b></u><br/>The Roman Empire and its impact on Britain</p> <p><u><b>Year 4</b></u><br/>Britain's settlement by Anglo-Saxons and Scots<br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u><b>Geography</b></u><br/><u><b>Year 4/5</b></u><br/>Study of the world, including location of N and S America</p> <p><u><b>Science</b></u><br/><u><b>Year 5</b></u><br/>Earth and Space</p>   |
| <b>Substantive concept</b> | <p><b>CIVILISATION POWER DEMOCRACY KNOWLEDGE</b><br/>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>  | <p><b>CIVILISATION KNOWLEDGE POWER</b><br/>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>  |
| <b>Historical Enquiry</b>  | <p><u><b>Chronology</b></u><br/>Name the three periods that you studied about Ancient Greece. When were those three periods in time? What was happening</p>  | <p><u><b>Chronology</b></u><br/>Describe the changes the Maya civilisation went through between AD 250 and AD 900. What was happening in Britain</p>   |

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|            | <p>in Ancient Britain at the same time as the Classical Period in Ancient Greece? Use a timeline – what else was happening in the world during these three Ancient Greek periods?</p> <p><b><u>Cause &amp; consequence</u></b><br/>What led to the rise of the Ancient Greek civilisation? Why were they so powerful? What legacy did the Ancient Greeks leave? True or false? The Olympic games today are very similar to those in ancient times.</p> <p><b><u>Change &amp; continuity</u></b><br/>How did the early form of democracy in Ancient Greece lead to laws and rules today? What significant changes happened in Ancient Greece between 800 BC and 500 BC? Were there any things that remained constant through the Ancient Greece civilisation?</p> <p><b><u>Similarity &amp; difference</u></b><br/>Think about Greek city-states. What was similar and what was different between them? Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different?</p> <p><b><u>Evidence</u></b><br/>Antiquity describes the ancient past, including the Egyptians, Greeks and Romans.   What evidence explains how the people of Ancient Greece lived?   How do we know?</p> <p><b><u>Significance</u></b><br/>What was significant about the rise of democracy in Athens?   How has that influenced the way western countries choose their leaders? Ancient Greece had phenomenal thinkers – who do you remember and why?</p> |  | <p>at the same time as the Maya were at their most powerful? How had Britain changed during the rise and decline of the Maya civilisation?</p> <p><b><u>Cause &amp; consequence</u></b><br/>What were the factors historians thought led to the decline of the Maya? What was the effect of fighting between city-states? What effect could deforestation have had on the environment around city-states?</p> <p><b><u>Change &amp; continuity</u></b><br/>How did Maya civilisations change through their innovations? During the period AD 250 to AD 900, what stayed the same for the Maya civilisation? Why do you think the Maya civilisation declined? Agree or disagree? The Maya civilisation ended in AD 900.</p> <p><b><u>Similarity &amp; difference</u></b><br/>What was similar between Maya city-states and Anglo-Saxon kingdoms? What was different between Maya city-states and Anglo-Saxon kingdoms? What other civilisations across the world had similarity to the Maya? Why do you say that?</p> <p><b><u>Evidence</u></b><br/>How do we know about the Maya civilisation? Which sources do you think were the most useful to know about the Maya people and their way of life? What are Maya glyphs, stelae and codex? Why were stelae useful to archaeologists? What did they tell them?</p> <p><b><u>Significance</u></b><br/>What were the significant Maya inventions? Which of the Maya inventions do you think were the most significant? Why do you think that?</p> |                      |
| Vocabulary | <b><u>Tier 2</u></b>  | <b><u>Tier 3</u></b><br>city-state tyrant sanctuary tactical valiantly unified | <b><u>Tier 2</u></b><br>population famine descendant declining citizen native   | <b><u>Tier 3</u></b> |

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|  | democracy honour<br>phenomenal deteriorated<br>armoured oppressive |  |  | deforestation codex sacrifice<br>astronomy warrior<br>polytheistic |
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| Year 6                   | Advent<br>How did conflict change our local area in World War 2?   | Lent 1<br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Windrush generation   | Pentecost<br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Monarchs through time   |
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| <b>Core Knowledge</b>    | <p>Pupils should be taught about:<br/><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2.</b></p> <ol style="list-style-type: none"> <li>1. Why were Britain and America at war against Germany, Japan and Italy?</li> <li>2. What was the impact of the Second World War on our local area?</li> <li>3. Where were the airbases in our locality?</li> <li>4. Why were the airbases important?</li> <li>5. What defences were put in place in our area? How did the role of women change in the war?</li> <li>6. How do we remember the brave men and women who defended our country in WWII?</li> </ol> | <p>Pupils should be taught about:<br/><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Windrush generation.</b></p> <ol style="list-style-type: none"> <li>1. Where are the Caribbean islands? What's their history?</li> <li>2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</li> <li>3. Why did people migrate from the Caribbean to England in 1948?</li> <li>4. What was life in London like for the Windrush pioneers?</li> <li>5. Who was Sam King and what did he do? Who was Norma Best and what did she do?</li> <li>6. How did the Windrush migration change Britain for the better?</li> </ol> | <p>Pupils should be taught about:<br/><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Monarchs through time</b></p> <ol style="list-style-type: none"> <li>1. How is William I remembered? What legacy did he leave?</li> <li>2. How is Henry VIII remembered? What legacy did he leave?</li> <li>3. How is Elizabeth I remembered? What legacy did she leave?</li> <li>4. How is Charles II remembered? What legacy did he leave?</li> <li>5. How is Queen Victoria remembered? What legacy did she leave?</li> <li>6. WEIGH-it In your opinion, who was the greatest past monarch? Why is that?</li> </ol> |
| <b>Previous Learning</b> | <p><u><b>Year 5</b></u><br/>A non-European society that provides contrasts with British history<br/>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>   | <p><u><b>History Year 5</b></u><br/>A non-European society that provides contrasts with British history</p>   | <p><u><b>History Year 4</b></u><br/>Britain's settlement by Anglo-Saxons and Scots</p>   |



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|                            | <u>Geography</u><br><b>Year 5</b><br>Latitude and longitude  | Ancient Greece – a study of Greek life and achievements and their influence on the western world<br><br><u>Geography</u><br><b>Year 5</b><br>Latitude and longitude<br>Biomes and environmental regions<br>OS Maps and fieldwork   | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br><u>Year 5</u><br>A non-European society that provides contrasts with British history<br><u>Year 6</u><br>WW2<br>Windrush Generation   |
| <b>Substantive concept</b> | <b>POWER INVASION DEMOCRACY COMMUNITY</b>  | <b>COMMUNITY DEMOCRACY POWER</b><br>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality   | <b>POWER INVASION DEMOCRACY</b><br>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law, War   |
| <b>Historical Enquiry</b>  | <u>Chronology</u><br>When did the Second World War start? When did Great Britain declare war on Hitler's Nazi Germany? When did the Axis Powers form? When did America join Great Britain and her allies? When was D-Day? When did the Second World War end?<br><br><u>Cause &amp; consequence</u><br>What event brought America into the war? What was the effect of bringing America into the war? How did America support the allies in defeating the Axis Powers? What was Britain like before Americans began the 'Friendly invasion?'<br><br><u>Change &amp; continuity</u><br>How did Lincolnshire's landscape change as a result of America joining the war? How did the people who lived in | <u>Chronology</u><br>Who discovered the Caribbean island of Jamaica? When was the Second World War? When did the first Windrush pioneers arrive at Tilbury Docks? What year was slavery abolished? How long was England involved in the slave trade? How many years have the Windrush pioneers enriched English culture?<br><br><u>Cause &amp; consequence</u><br>What drove English slave traders to expand their iniquitous business? Why were there so many slaves needed? What caused the Windrush pioneers to leave their islands and settle in England? What pull factors attracted Jamaican men, women and children to London?<br><br><u>Change &amp; continuity</u><br>What was different for the Windrush pioneers when they disembarked from | <u>Chronology</u><br>Put the monarchs in chronological order. Explain your choices. Name different people or events in time, such as Anne Boleyn or the Industrial Revolution – pupils make relevant connections to the nearest monarch in time. How long did each monarch reign for? Are there any patterns between length of reign and success for Britain?<br><br><u>Cause &amp; consequence</u><br>Select a monarch. Describe a significant event in their reign. Explain the cause of that event and the consequence. For example... What caused Elizabeth I's war with Spain? What were the consequences? What caused the Norman invasion? What were the consequences<br><br><u>Change &amp; continuity</u> |

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|  | <p>Lincolnshire change as a result of America joining the war?</p> <p><b><u>Similarity &amp; difference</u></b><br/>Did anything stay the same in Lincolnshire? What did British people think the Americans would be like when they arrived? What was different about what the British thought and how the Americans acted?</p> <p><b><u>Evidence</u></b><br/>What sources tell us about life in Lincolnshire during the Second World War? Which sources do you think are the most useful to know about the Second World War in Lincolnshire?</p> <p><b><u>Significance</u></b><br/>America's entry to the war was significant. Why was that? What impact did the daylight raids by the Americans make? What was the significance of bombing factories, bridges, airfields, shipyards and oil refineries? How significant was the contribution by the Americans to the British war effort? Why was that?</p> | <p>MV Empire Windrush? How were many of the Windrush pioneers treated on arrival to Britain? Why do you think that? How did the Windrush pioneers keep true to their way of life? What didn't they change?</p> <p><b><u>Similarity &amp; difference</u></b><br/>How different were the skills and education of the original Windrush pioneers? How did the culture of Britain change because of the arrival of the Windrush pioneers? Why does the Windrush Foundation dispute the term 'immigrant' when it was used to describe the people of the Windrush generation?</p> <p><b><u>Evidence</u></b><br/>What best tells us about the way the Windrush pioneers were treated? How do we know about the positive change and Caribbean culture the Windrush pioneers brought to London? Social media we have today didn't exist when the Windrush pioneers arrived. Do you think it would have helped or hindered the way they were treated?</p> <p><b><u>Significance</u></b><br/>What was significant about Emancipation Day? How significant were Hitler's actions and the Second World War in shaping the future for the Windrush pioneers? Why was the date 22nd June 1948 significant? What significant changes did parts of London undergo because of the Windrush</p> | <p>Which monarch kept things mostly the same? Why do you say that? What evidence tells you that? Which monarch made lots of changes? Why do you think that? What evidence tells you that?</p> <p><b><u>Similarity &amp; difference</u></b><br/>Out of the five monarchs studied, are there any similarities between them? What were the significant differences between the five monarchs studied? Did any of the monarchs have similar reigns? Which one was the longest reign? Was that good for Britain?</p> <p><b><u>Evidence</u></b><br/>What tells us about the past of each monarch? Which sources are more reliable than others? Why is that? Where would you go to find about more about each monarch? What do you need to be careful with when using sources of evidence?</p> <p><b><u>Significance</u></b><br/>Which monarch had the most significant impact on Britain? Which monarch, do you think changed Britain for the better? Why is that? Which monarch do you think changed Britain for the worse? Why is that? Do all of the monarchs studied have a significantly good or a significantly bad impact on Britain?</p> |
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|            |  |   | pioneers? Recently, the British government has been forced to apologise for mistreating generations of Windrush pioneers. Why is this significant and what can we learn? |  |  |  |
| Vocabulary | <u>Tier 2</u><br>altitude boisterous<br>cemetery penetrate<br>strategic<br>supremacy | <u>Tier 3</u><br>airbase Axis<br>Bombardment<br>Incendiary<br>Memorial<br>segregation | <u>Tier 2</u><br>intolerance<br>immigrate<br>prejudice colony<br>emigrate<br>discrimination  | <u>Tier 3</u><br>racism segregation<br>diversity<br>disembarked<br>demobilised<br>iniquitous | <u>Tier 2</u><br>lucrative prosperity<br>republic plundered<br>arrogant<br>duplicitous | <u>Tier 3</u><br>aristocracy<br>monastery<br>dissolution<br>privateers<br>industrialisation<br>annulment |