

History Medium Term Plan

Year 1 - Significant Events

National Curriculum Objectives: To investigate and interpret the past.
 To build an overview of world history.
 To understand chronology.
 To communicate historically.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1		The Gun Powder Plot To investigate and interpret the events of the Gun Powder Plot. To begin to understand chronology by plotting the key dates linked to the Gun Powder Plot. (Make a comparison to when they were born and today) To know the reasons behind the Gun Powder Plot. To explain how the event ended.	Scunthorpe To compare and contrast how the local area is different today to the way it used to be before and during the Industrial Revolution. To differentiate between things that were here 100 years ago and things that were not (including buildings, tools etc). (Consider museum visit / Normanby Hall / local walk)	The Great Fire of London To know which city the fire took place in and when it happened. To describe how the fire started. To know key facts about the fire. To know why the fire spread.	Discovery of the Americas To identify when 'the Americas' was discovered and how. To understand the circumstances around Christopher Columbus finding 'the Americas'. To investigate why the discovery of 'the Americas' was important to world history.	The Moon Landing To investigate the importance of the 'Space Race' in 1969. To communicate historically how America landed someone on the moon. To know how many astronauts were on Apollo 11 and their names. To know the name of the landing module. To list the main events in the moon landing. To compare aspects of life in different time periods. (Compare the discovery of the Americas and the moon landing)

History Medium Term Plan

Year 2 - Significant People

National Curriculum Objectives: To investigate and interpret the past.
 To build an overview of world history.
 To understand chronology.
 To communicate historically.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	Revision of Year 1	Guy Fawkes	Industrial Revolution Roland Winn	Samuel Peeps	Neil Armstrong	Christopher Columbus And compare to Neil Armstrong
		<p>To understand who Guy Fawkes was.</p> <p>To explain why the Gun Powder plot was a significant event in history.</p> <p>To describe the role of the key people in the conspiracy (Guy Fawkes, Robert Catesby, King James I).</p> <p>To explain why the plotters chose this location to attack the King.</p>	<p>To investigate who Roland Winn was and why he was important. (Iron / Steel Works)</p> <p>To understand why Roland Winn is a significant person in the development of Scunthorpe.</p> <p>To know how the Industrial Revolution changed peoples lives in Scunthorpe.</p>	<p>To explain who Samuel Peeps was and why he was significant.</p> <p>To explain who Christopher Wren was and why he was significant.</p> <p>To give reasons why the fire was so big and spread rapidly.</p> <p>To explain why the fire was a significant event.</p> <p>To compare and contrast Samuel Peep's recount of the events with at least 2 other sources.</p> <p>To explain why the King wanted the city to be rebuilt in stone.</p>	<p>To know who Christopher Columbus was, his background and what makes him a significant person.</p> <p>To organise information about the life of Christopher Columbus and how he became an astronaut.</p> <p>To investigate why Christopher Columbus is remembered as a famous explorer.</p>	<p>To know why astronauts were so famous in America in the 1960's, making links to the 'Space Race' as covered in Year 1.</p> <p>To know who Neil Armstrong was, his background and what makes him a significant person.</p> <p>To organise information about the life of Neil Armstrong and how he became an astronaut.</p> <p>To investigate what happened to Neil Armstrong after he returned to Earth.</p> <p>To compare aspects of life in different time periods – with a focus on the impact of Neil Armstrong and Christopher Columbus' voyages.</p>

History Medium Term Plan

Year 3

National Curriculum Objectives: To investigate and interpret the past.
 To build an overview of world history.
 To understand chronology.
 To communicate historically.
 To note connections, contrasts and trends over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Stone Age	Bronze Age	Iron Age	Roman Empire and its impact on Britain	Anglo-Saxons	Vikings
	<p>To describe how people found food, e.g. hunter, gatherers.</p> <p>To know what it meant by the terms: nomadic and settlement and how these apply to the Stone Age.</p> <p>To describe 3 different periods of the stone and show this on a timeline.</p>	<p>To describe what makes the Bronze Age significant.</p> <p>To define 'hoard' and 'barrow' and name some artefacts found in Bronze Age burial sites.</p>	<p>To know what is significant about the Iron Age and label a timeline with significant events.</p> <p>To describe a roundhouse.</p> <p>What is a blacksmith and why were they important in Iron Age societies?</p> <p>Describe what an Iron Age fort is and how it was used in times of conflict.</p>	<p>To know key dates in the history of the Roman Empire, relating to Roman Britain (when Britain was conquered by the Romans).</p> <p>Name some of the emperors who came to Britain.</p> <p>To locate Hadrian's wall and explain why he built the wall where he did.</p> <p>To know about Boudicca and the Iceni.</p>	<p>To investigate why the Romans left Britain and reasons for the fall of the Western Roman Empire.</p> <p>To know who the Anglo Saxons were and where they came from?</p> <p>To know about Anglo Saxon invasions, settlements and Kingdoms e.g. place names and village life</p>	<p>To know some significant events and plot them on a timeline.</p> <p>To know who the Vikings were and where they came from.</p> <p>To investigate Viking raids and invasions.</p> <p>To describe a Viking longboat and what made it an important feature of battle.</p> <p>To list some of the things the Vikings traded.</p>

History Medium Term Plan

Year 4

National Curriculum Objectives: To investigate and interpret the past.
 To build an overview of world history.
 To understand chronology.
 To communicate historically.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Stone Age	Bronze Age	Iron Age	Roman Empire and its impact on Britain	Anglo-Saxons	Vikings
	<p>To explain the changes that took place in how people found food, movement from hunter gatherer to early farmers (settlements), e.g Skara Brae.</p> <p>To explain what sources (primary and secondary) of evidence tell us about the Stone Age.</p>	<p>To compare the Stone Age and Bronze Age and outline the historical changes which took place.</p> <p>To describe how artefacts tell us about the past in our own locality e.g. Risby Warren-Beaker site.</p> <p>Use evidence to make suggestions about society in the Bronze age.</p>	<p>Local focus-The Coritani Tribe (Dragonby).</p> <p>Explain the key features of a settlement.</p> <p>To understand reasons why settlements needed to be fortified.</p> <p>Know the main difference between the Stone, Bronze and Iron ages.</p> <p>Give an overview of how Britain changed between the beginning of the Stone Age and the Iron age.</p>	<p>To know how Britain has changed from the Iron Age to the end of the Roman occupation.</p> <p>To explain the impact and influence of the Romans on Britain and locally and how the occupation of Britain helped to advance British society.</p> <p>To compare and contrast daily life in Rome with that of Roman Britain (and locally).</p> <p>To know at least one Roman Empire.</p>	<p>To identify the main characteristics of Anglo Saxon Britain.</p> <p>To explain how we know about Anglo Saxon activity, including locally (place names, Domesday survey)</p> <p>To compare and contrast the Anglo Saxon invasions of Britain with the Roman invasions.</p> <p>To give an overview of changes in Britain from the Stone age through to Anglo Saxon times</p>	<p>To know what Viking artefacts tell us about the Vikings.</p> <p>To compare and contrast a raid with a conquest.</p> <p>To explain how Vikings beliefs were different from Christian beliefs and the impact of this e.g. Viking raids on monasteries.</p> <p>To know what happened to end the Viking occupation of Britain (link to Battle of Hastings).</p>

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Year 5

National Curriculum Objectives: To investigate and interpret the past.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Ancient Greeks	Ancient Egyptians	Early Islamic civilization	Local history study	Study of Monarchs in British history	Study of Monarchs in British history
	<p>To research some of the legacies of the Ancient Greeks.</p> <p>To identify significant buildings a in Greece, including early Olympic stadiums. To talk about characteristic features of Greek buildings.</p> <p>To describe to understand what is meant by the words, 'civilization' and 'government'.</p> <p>To create a timeline that explains how democracy has been used over time.</p> <p>Read and study some Greek myths and legends.</p> <p>To describe how artefacts and remains help historians understand about daily life e.g. pottery.</p> <p>To know who conquered the Greeks and other important events and plot on a timeline to compare with year 3/4 history.</p>	<p>To know when the first Ancient Egyptian civilizations appeared and plot on a timeline to compare with year 3/4 history.</p> <p>To know the name for an Ancient Egyptian ruler.</p> <p>To explain how pyramids were built.</p> <p>To describe how a body was prepared for burial and to know why this was important, including naming items needed in order to enter the afterlife.</p> <p>To investigate clues from the past including, hieroglyphics are and what clues they give us about the past.</p>	<p>To know the name of the government that made its capital city in Baghdad.</p> <p>To know who destroyed Baghdad in the 13th Century.</p> <p>To label a timeline with key dates, including Baghdad's founding and its destruction by the Mongols.</p> <p>To name some civilizations that had an influence on Islamic Civilizations.</p> <p>To label a map to show the spread of Islam in this time period, including the capitals of Umayyad and Abbasid Caliphates. To know that Baghdad was the capital of the Muslim world but that other religions were practised in the city.</p> <p>To know where the House of Wisdom was built.</p> <p>To describe what is meant by the word prosperous and list produce that was traded by early Islamic traders.</p>	<p>To compare current and historic maps of the local area to gain historical information from the 1800s.</p> <p>To look at the changes in the land use over time and the population growth and reasons for this.</p> <p>To investigate why Roland Winn was important and link this to the development of Scunthorpe.</p> <p>To research the Scunthorpe coat of arms.</p>	<p>To research significant Kings and Queen's through history in England, Scotland and Wales.</p> <p>Study Monarchs such as; Alfred the Great, King Cnut, Mary Queen of Scots, William the Conqueror, Henry V111, Elizabeth 1, Queen Victoria.</p> <p>To look at the first king of England (King John).</p>	<p>To research significant Kings and Queen's through history in England, Scotland and Wales.</p> <p>Study Monarchs such as; Alfred the Great, King Cnut, Mary Queen of Scots, William the Conqueror, Henry V111, Elizabeth 1, Queen Victoria.</p>

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Year 6

National Curriculum Objectives: To investigate and interpret the past.
 To build an overview of world history.
 To understand chronology.
 To communicate historically.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Ancient Greece	Ancient Egypt	Early Islamic civilization	Local history study	Study of Monarchs in British history	Study of Monarchs in British history
	<p>To organise information about famous Greek thinkers, e.g. Pythagoras, Archimedes and Hippocrates.</p> <p>To explain the influence of Ancient Greeks on modern political systems.</p> <p>To compare and contrast the Parthenon in Athens with the Parthenon in Rome.</p> <p>To study the influence of Ancient Greek architecture on the Western World.</p> <p>To give an overview of the significance of Greek myths and legends.</p> <p>Explore whether Homers Liad and Odyssey are reliable sources of historical evidence.</p>	<p>To compare important events from the Ancient Greeks with the Ancient Egyptians.</p> <p>To explain what makes the Ancient Egyptians significant.</p> <p>To explain why the Ancient Egyptians were able to settle by the Nile, including the importance of irrigation.</p> <p>To describe what Ancient Egyptian tomb painting tell us about daily life.</p> <p>To compare and contrast daily life for Pharaohs and ordinary people, including burials.</p> <p>To compare and contrast Ancient Egyptian burials with previously taught historical time periods e.g. Year 3/4 curriculum.</p> <p>To compare and contrast Ancient Egyptian burials with previously taught time periods (Year 3/4)</p>	<p>To explain why Baghdad was renowned as a 'centre of learning' e.g. medicine, education, science etc.</p> <p>To know why the House of Wisdom was built.</p> <p>To annotate a map of Bagdad, including important dates and information.</p> <p>To compare and discuss similarities and differences with the civilizations in Britain at this time based on evidence sources.</p> <p>To explain how travel and exploration helped the spread of Islamic beliefs and culture.</p> <p>To create a map to identify trade routes -The Silk Roads and other important trade routes during this period.</p> <p>To compare and contrast how trade routes helped the city of Baghdad to become prosperous and compare to trade in Britain at this time.</p>	<p>To look at evidence found locally of historical settlements.</p> <p>To study artefacts found locally and complete a mini research project.</p> <p>(visit local museum to look at evidence and find out more information).</p>	<p>To look at the changing power of Monarch's using case studies such as; John, Anne, Victoria.</p> <p>To discuss how monarch made changes in history that are evident today.</p> <p>To be discussed across the milestone</p>	<p>To look at the changing power of Monarch's using case studies such as; John, Anne, Victoria.</p> <p>To discuss how monarch made changes in history that are evident today.</p> <p>To be discuss across the milestone</p>