

## Whole School History Medium Term Plan



Rationale for the chosen theme of journeys:

The theme of 'Journey' has been used to inform the planning of history across Stokes Wood Primary School. This document demonstrates how skills and knowledge are developed across year groups. Our theme is how we make the learning of history relatable and relevant to our children. The theme of 'Journey' covers a broad spectrum of experiences our children will have, such as moving home and the high transition rate we have for children passing through the school. We recognise that these changes can be positive and developmental. 'Journeys' helps to show how as a society and especially locally, we have become ethnically and culturally diverse. Introducing the journeys of significant people from history can be used to show how these changes take place. Using a common theme, helps us to continuously develop and build upon previously learnt skills and knowledge.

<b>EYFS</b>		
<p><b>Outcomes:</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>		
<p><b>Nursery</b> (Taken from Early Years Statutory Framework and Development Matters)</p> <p><b>Please note, many of the children enter the Nursery setting approximately 12 to 18 months behind the expected development age.</b></p> <p><b>Outcomes:</b> Begin to talk about significant events in their life. Begin to make sense of their own life story and family's history (old &amp; young). Talk about their own life stories through photos and memories (old and young). To retell own baby stories as told by their parents. Sort baby and toddler photos. Talk about different occupations. To learn about different modes of transport including old and new. Talk about their own life stories through photos and memories (old and young).</p>		
<p><b>Unit 1</b></p> <p>We start with this unit following the Development Matters document where we teach the concept of old and young in relation to the children's families. This is a topic which the children can relate to and have first hand experience.</p>	<p><b>Unit 2</b></p> <p>My family history looking at family photographs. This unit builds on Unit 1 by revisiting old and young in a familiar context.</p>	<p><b>Unit 3</b></p> <p>This unit builds upon children's knowledge unit 1 and 2. Looking at family photos and family memories. Revisiting old and young family members.</p>

**Whole School History Medium Term Plan**

<b>My family and I</b>	<b>Festivals. Fireworks and celebrations</b>	<b>Winter, night and animals</b>
<p>Talking with the children about who is in their family and who lives in their house with them.</p> <p>In provision have out the house and people. Talking to children about who these people are. Relating back to who is in their house.</p> <p>Talking about a big event that has happened in their family – a new baby has been born? Birthday celebration? Starting Nursery?</p>	<p>Children will bring in family photographs for us all to look at and discuss family members.</p> <p>Recap naming the family members.</p> <p>Think about extended family members – grandma and grandpa,</p> <p>Discuss old and young people. In provision have out the old and young people – add them to the wooden play house. Children can add these characters into their play. Adults talk to children about the old and young people.</p>	<p>Children will bring in a photograph of a memory. This could be a holiday or recent memory e.g. Christmas celebration / Diwali celebration.</p> <p>To provide a photo memory of meeting Santa at school.</p>
<p><b>Area Understanding the world</b> Objective: Begin to talk about significant events in their life.</p>	<p><b>Area Understanding the world</b> Objective: Begin to make sense of their own life story and family's history (old &amp; young)</p>	<p><b>Area: Understanding the world</b> Objective: Talk about their own life stories through photos and memories (old and young)</p>
<p><b>Unit 4</b></p> <p>Links well with Reception – focus on growing over time. Spring is good to focus on growing. We will be watching the chicks grow and hatch over time. We will be growing cress over time.</p> <p>Also, in this unit children have the opportunity to discuss their own baby stories with the class.</p>	<p><b>Unit 5</b></p> <p>Links well with Reception. The children in nursery begin to learn about the people who help us in our communities. They will have a police visit who will talk about 'Stranger Danger' and then a Dentist / Nurse visit.</p>	<p><b>Unit 6</b></p> <p>This is the introduction to the theme of journeys which runs throughout the school. In this unit, children begin to explore ways of making journeys using different modes of transport. This links to Unit 2 and Unit 3 as it builds on the concept of young and old but introduces the chronology of now and then.</p>
<p><b>All about growing</b></p>	<p><b>People who help us and what things are made of</b></p>	<p><b>Journeys and water</b></p>

**Whole School History Medium Term Plan**

<p>Children to ask parents to tell them a baby story so that they can share it with the class.</p> <p>Parents could provide a photo, an object or piece of clothing of the baby story to share.</p> <p>Observing the growing of chicks and cress. Discussing what the children have seen and the changes they have seen over time.</p>	<p>Police visit and Dentist / Nurse visit. The children will recall and talk about the Police visit that happened in the past.</p> <p>To have out in provision different modes of transport the children can play with, and the adults can talk to the children about what type of transport they are playing with to give them some prior knowledge of transport before starting unit 6. Focussing on old and new transport.</p>	<p>The unit begins with the book 'Mr Gumpys Outing'. The children will then learn about different modes of transport. Talking about what transport people used in the past and talking about the similarities and differences between these forms of transport.</p>
<p><b>Area: Understanding the world.</b> Objective: To retell own baby stories as told by their parents. Sort photos baby and toddler.</p>	<p><b>Area: Understanding the world.</b> Objective: Talk about different occupations. To learn about different modes of transport including old and new.</p>	<p><b>Area: Understanding the world.</b> Objective: To learn about modes of transport, who works on them and their effects on the local area, natural environment and travelling to school (now and then).</p>

**Reception**

(Taken from Early Years Statutory Framework and Development Matters)

**Outcomes:** ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<p><b>This unit builds upon the work done in Nursery on their families, including then and now and the concept of past and present. This links to then and now.</b></p> <p>During circle time children have opportunities to talk about their family. They share information about their own family and the children have time to ask questions/make comments. Children are encouraged to share pictures of their family and listen to what others say about their pictures. Using examples from our real life and from books, children are shown how there are many different families.</p>	<p><b>This unit builds on a good existing knowledge of traditional tales from Nursery. Children talk about their experiences and books read in class. They also begin to understand the past through settings, characters and events from books read in class and during storytelling. In addition, they learn about British historical events (eg. the Gunpowder Plot) that are covered through songs, role play and storytelling.</b></p>	<p><b>In this unit children are presented with pictures, stories, artefacts and accounts about space from the past and present. Encouraging discussion around similarities and differences. Which includes a focus on the life of an astronaut Tim Peake.</b></p>
<p><b>My family, friends and I – my family past and present.</b> (Taken from EYFS planning – Feelings, friends and family).</p>	<p><b>Festivals and fireworks – stories from the past (Gunpowder plot)</b> (Taken from EYFS planning – Fairytales, festivals and fireworks).</p>	<p><b>Technology in the past and present (rocket)</b> (Taken from EYFS planning - Space, night and nocturnal animals).</p>
<p>I can talk about my family and recognise similarities and differences between other families.</p> <p>I can order pictures of my family in age order and talk about them.</p> <p>I can recognise that some members of my family were born before or after me.</p> <p>I can talk about farming then and now and its importance (harvest festival).</p>	<p>I can describe a key event from the past (gunpowder plot).</p> <p>I know that traditional tales were written in the past.</p> <p>I can recall traditional tales from the past to compare and contrast them.</p> <p>I notice when characters are from the past and can talk about how for example their clothes.</p>	<p>I know what an astronaut is.</p> <p>I can name a famous British astronaut Tim Peake.</p> <p>I can talk about moon landings and remember some key facts. For example, the first man/woman/animal to land on the moon.</p> <p>I can comment on images of rockets from the past and think how they are different now.</p>

Whole School History Medium Term Plan

<p>I can talk about photographs that I can bring in of my family and help to create a family tree in my classroom.</p>		
<p><b>Area: Understanding the world.</b> Objective: I understand that significant events can happen before or after I am born.</p>	<p><b>Area: Understanding the world.</b> Objective: I understand that traditional tales were written in the past and have changed over time.</p>	<p><b>Area: Understanding the world.</b> Objective: I can comment on images of familiar situations in the past.</p>
<p style="text-align: center;"><b>Unit 4</b></p> <p>This unit covers more geographical elements of understanding the world however, through the topic of India important people from the past are explored for example Mahatma Gandhi. The children also explore aboriginal art that has been made by artists from the past. The children also explore art made from natural materials and they observe and discuss how the art changes over time (Andy Goldsworthy).</p>	<p style="text-align: center;"><b>Unit 5</b></p> <p>This unit builds upon the work previously done in Nursery related to old/ young and then/now. Pupils build on the concept of then and now and link this to events that happened a very long time ago.</p> <p>In this topic children participate in a wide range of meaningful experiences to help their understanding of how we find out about things from the past, eg. virtual archaeological digs and children digging up fossils in sand and at forest school.</p> <p>The children talk about people who help us and through videos and photographs learn about how these people have changed e.g. uniforms and buildings. In this unit children learn about important people in their community.</p>	<p style="text-align: center;"><b>Unit 6</b></p> <p>This unit builds upon and expands the vocabulary children have learnt in Nursery e.g. transport specific words. The children are shown images of familiar situations in the past including transport and the British seaside. We look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. We offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. For example, looking at and sorting new and old photographs of different types of transport. This unit includes a recount from a school trip which enables children to have to recall past events in chronological order.</p>
<p><b>Important people from the past (Mahatma Gandhi).</b> (Taken from EYFS planning - Leaves, life and landscape).</p>	<p><b>Journey into the past, and people who help us</b></p>	<p><b>Travel and Transport and the seaside –</b> Knowing different types of transport from the past and present.</p>
<p>I can describe an important person from the past (Mahatma Gandhi). I can observe objects change over time linked with art.</p>	<p>I can talk about similarities and differences between people who help us now and in the past by looking at photographs and discussing this during circle time (police uniforms and vehicles). I know that some things from the past do not exist anymore (dinosaurs).</p>	<p>I know some similarities and differences between types of transport (police cars, fire engines, bicycles and tractors) in the past and present. I can draw upon my experience of going to a local farm and talk about it (Manor Farm</p>

**Whole School History Medium Term Plan**

	<p>I know that dinosaurs lived a long time ago. I know we can use fossils to learn about things from a long time ago. I can talk about the differences in technology in the past and present (old and new toys). Linked to toy focus day.</p>	<p>trip). I know some similarities and differences between the British seaside in the past and present.</p>
<p><b>Area: Understanding the world.</b> Objective: I can describe an important person from the past (Geography topic Africa therefore the important person is Nelson Mandela).</p>	<p><b>Area: Understanding the world.</b> Objective: I know that things change over time (people, places and animals).</p>	<p><b>Area: Understanding the world.</b> Objective: I can understand similarities and differences in the past and now, by drawing on my own real-life experiences and what has been read in class.</p>
<p>I can listen to a wide range of stories set in the past and depict events that happened before their own lifetime. Phrases like "once upon a time" or "a long time ago" can serve as cues.</p> <p>I can use my imagination to picture the past and empathise with the characters' experiences.</p>		

Year 1

**Outcomes:** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

<p><b>Unit 1</b></p> <p><b>This unit begins with a review of learning so far to reactive prior knowledge. It introduces the term ‘in the past’. This links to the work previously done in the EYFS on families and the concepts of young and old, then and now. It follows on from the unit on Seaside in terms of what people have done with their leisure time in the past and builds on this concept.</b></p>	<p><b>Unit 3</b></p> <p><b>This links to work previously done in the EYFS on past and present. The children will continue to build upon their understanding of how we find out about events in the past. In unit one, children will have handled artefacts and looked at photographs (museum visit pending). Now they widen their knowledge about historical sources to extend to diaries and paintings.</b></p>	<p><b>Unit 5</b></p> <p><b>This unit builds upon work previously done in the EYFS on significant people. How do we know about them and how do we learn more? This also builds upon our whole school theme of journeys.</b></p>
<p><b>My grandparents and their toys (old and new)</b></p>	<p><b>The Great Fire of London</b> <b>Why do we remember the Great Fire of London?</b></p>	<p><b>Significant people (explorers)</b> <b>Christopher Columbus</b></p>
<p><b>What are our toys like today?</b> Children develop an understanding of the terms <i>same and different</i> and begin to use them <b>Chronological Understanding</b> To identify similarities and differences between ways of life <b>Historical Enquiry</b> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events ideas</p>	<p><b>What happened in London on September 2<sup>nd</sup> 1666 and how do we know about it?</b> <b>Historical Interpretations</b> To talk about events beyond living memory that are significant nationally or globally.</p>	<p><b>Why do you think people remember Christopher Columbus even though he’s been dead for 500 years?</b> <b>Historical Enquiry</b> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. <b>Organisation and Communication</b> To identify different ways in which the past is represented</p>
<p><b>What are other people’s toys like?</b> <b>Chronological Understanding</b> To identify similarities and differences between ways of life</p>	<p><b>Why did the fire spread so quickly?</b> <b>Organisation and Communication</b> To speak about how they found out about the past / understand some of the ways in which we find out about the past.</p>	<p><b>How did Columbus become famous?</b> <b>Historical Interpretations</b> To talk about events beyond living memory that are significant nationally or globally.</p>

Whole School History Medium Term Plan

<p><b>How can we tell these toys are old?</b>  <b>Organisation and Communication</b>          To speak about how they found out about the past / understand some of the ways in which we find out about the past  <b>Historical Enquiry</b>          To understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p><b>Why do we know so much about the Great Fire?</b>  <b>Organisation and Communication</b>          To use a wide vocabulary of everyday historical terms  <b>Historical Enquiry</b>          To understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p><b>Why did Columbus risk his life to explore somewhere no-one alive had ever seen?</b>  <b>Historical Enquiry</b>          To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>
<p><b>What were our grandparents' toys like and how do we know?</b>  <b>Organisation and communication</b>          To speak about how they found out about the past / understand some of the ways in which we find out about the past  <b>Chronological understanding</b>          To identify similarities and differences between ways of life in different periods</p>	<p><b>What changes were made as a result of the Great Fire?</b>  <b>Historical Enquiry</b>          To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events  <b>Organisation and Communication</b>          To identify different ways in which the past is represented (TT- record drawing, writing)</p>	<p><b>What was life like on board Columbus' ships on his first journey?</b>  <b>Chronological Understanding</b>          To identify similarities and differences between ways of life</p>
<p><b>Who played with these toys a long time ago?</b>  <b>Chronological understanding</b>          To develop an awareness of the past, using common words and phrases relating to the passing of time  <b>Organisation and communication</b>          To use a wide vocabulary of everyday historical terms</p>	<p><b>How are houses different now?</b>  <b>Chronological Understanding</b>          To identify similarities and differences between ways of life in different periods</p>	<p><b>Does everyone think Columbus was a hero?</b>  <b>Understanding of events, people and changes</b>          To discuss the lives of significant individuals in the past who have contributed to national and international achievement  <b>Historical Interpretations</b>          To describe significant historical events, people and places</p>
<p><b>How can we set up a Toy Museum?</b>  <b>Chronological Understanding</b>          To identify similarities and differences between ways of life in different periods  <b>Organisation and Communication</b>          To identify different ways in which the past is represented</p>	<p><b>What happened and when? (review timeline)</b>  <b>Chronological Understanding</b>          To know where the people and events they study fit within a chronological framework</p>	<p><b>How and why should we remember Columbus?</b>  <b>Understanding of events, people and changes</b>          To discuss the lives of significant individuals in the past who have contributed to national and international achievement  <b>Historical Interpretations</b>          To describe significant historical events, people and places</p>



## Whole School History Medium Term Plan

### Significant People

**King Richard 3<sup>rd</sup>**  
**(Focus day Summer Term)**

#### **Historical Interpretations**

To describe significant events, people and places in their own locality

## Whole School History Medium Term Plan



### Year 2

**Outcomes:** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Unit 2	Unit 4	Unit 6
This unit investigates events beyond living memory and how they are commemorated through anniversaries. It links to the unit on Columbus (another significant person). Also, it builds on the children's skills of analysing reasons for different interpretations of people from the past.	This unit links to the unit on Christopher Columbus and the theme of journeys. In this unit, children begin to develop the ability to understand how people make judgments about how significant an individual is, and how these judgements can change over time.	This unit is designed to provide children with practical experiences of life in the past which they can relate to. It builds on identifying simple changes between past and present (Y1 Toys) by exploring wider changes in family life. This unit builds on the experience of visiting the Newarke Museum in Y1.
Festivals and anniversaries Why do we celebrate Bonfire Night every year?	Significant people Mary Seacole	The Victorians Local history
<p><b>What happened in 1605 in London?</b>  <b>Chronological Understanding</b>                      To know where the people and events they study fit within a chronological framework of the Gunpowder Plot.</p> <p><b>Historical Interpretations</b>                      To talk about events beyond living memory that are significant nationally or globally</p>	<p><b>Why is Mary Seacole a significant person from the past?</b>  <b>Understanding of events, people and changes</b>                      To discuss the lives of significant individuals in the past who have contributed to national and international achievements / changes</p>	<p><b>What can we remember about old and new toys? Recap grandparents' toys/ introduce Victorian.</b>  <b>Historical Interpretations</b>                      To talk about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>
<p><b>Who was Guido Fawkes?</b>  <b>Organisation and Communication</b>                      To speak about how they found out about the past / understand some of the ways in which we find out about the past.</p>	<p><b>What did Mary Seacole do in her life?</b>  <b>Chronological Understanding</b>                      To develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p><b>What other changes have happened to family life? (Victorian times/ now)</b>  <b>Understanding of events, people and changes</b>                      To compare aspects of life in different periods.</p>
<p><b>How did Guido Fawkes feel before, during and after the Gunpowder Plot?</b>  <b>Historical Enquiry</b></p>	<p><b>How do we know about Mary Seacole?</b>  <b>Organisation and Communication</b>                      To use a wide vocabulary of everyday historical terms.</p>	<p><b>How can our visit to Beaumanor Hall help us find out about changes in family life?</b>  <b>Historical Interpretations/ Historical Enquiry</b>                      To describe historical places in their own locality.</p>

Whole School History Medium Term Plan

<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p>To identify different ways in which the past is represented.</p>	<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>
<p><b>What happened during the Gunpowder Plot? (Plotters' motivation) Drama</b> <b>Historical Interpretations</b> To talk about <b>events</b> beyond living memory that are significant nationally or globally.</p>	<p><b>Why do YOU think Mary Seacole made the brave decision to go to Crimea?</b> <b>Historical Enquiry</b> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>What are home appliances like today?</b> <b>How can we tell these appliances are old?</b> <b>What were Victorian appliances like?</b> <b>Chronological Understanding</b> To identify similarities and differences between ways of life in different periods</p>
<p><b>Was Guy Fawkes a hero or a villain? (Class debate)</b> <b>Historical Enquiry</b> To understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p><b>What did people really think about Mary Seacole?</b> <b>Historical Enquiry</b> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p><b>Who used these appliances in the Victorian times?</b> <b>Chronological Understanding</b> To identify similarities and differences between ways of life in different periods</p>
<p><b>Should we celebrate Bonfire Night?</b> <b>Organisation and Communication</b> To use a wide vocabulary of everyday historical terms <b>Historical Enquiry</b> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p><b>Was it fair that Mary Seacole's statue was unveiled much later than Florence Nightingale's?</b> <b>Understanding of events, people and changes</b> To discuss the lives of significant individuals in the past who have contributed to national and international achievements. <b>Organisation and Communication</b> To use a wide vocabulary of everyday historical terms.</p>	<p><b>How can we set up a Victorian laundry room?</b> <b>Organisation and Communication</b> To speak about how they found out about the past To identify different ways in which the past is represented <b>Chronological Understanding</b> <b>To compare aspects of life in different periods</b></p>

## Whole School History Medium Term Plan

### Year 3

**Outcomes:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note the connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<u>Unit 1</u>	<u>Unit 3</u>	<u>Unit 5</u>
<i>This unit progresses from the 'then and now' approach of KS1 to the concept of change and continuity across a period. When reviewing change over time, e.g. how Victorians washed clothes (Y2) compared to now, emphasise the difference in the time period in this unit. As there are no written records of this time, there is a concentration on artefactual evidence. To build on history coverage in KS1, review how children found out about previous topics e.g. evidence about the Great Fire of London (Y1), the discovery of Richard the 3<sup>rd</sup>'s remains (Y1).</i>	<i>This unit builds on Unit 1 and continues to develop the concept of change and continuity. There is a continued concentration on the use of artefactual evidence and children putting evidence together and drawing conclusions to answer the question 'how can we possibly know?' Lesson 5 is included to help children begin to understand that the Iron Age and the advent of the Romans overlaps in order to prepare for the study of the Romans in year 4.</i>	<i>This unit builds on the concept of change over time under the theme of journeys. This theme runs throughout KS2, draws on local history resources and culminates in a broader thematic study in year 6. The study here builds on what children learned in Y1 about the journeys of Christopher Columbus and the journeys made by Mary Seacole. A key aspect of this unit is how change in one area of life (technology) causes change in other aspects of life (leisure and industry).</i>
The Stone Age – How do we know about the Stone Age?	The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age?	Local history – Journeys: Development of the railways
1. When was the Stone Age? <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> To know that the stone age was split into three time periods. To know that the term Stone Age covers an enormous period of time and that the period covered is from about 9,000 years ago.	1. When was the Bronze Age? <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> To know that the Bronze Age spans from 2500 BC – 800 BC. To know that Neolithic Britain preceded it and the Iron Age followed it. To know that the Bronze Age is characterised by the technological advance in combining copper and tin.	1. What did early rail transport look like and how do we know? <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> To know that the first trains look very different to trains today. To know how the first trains were steam powered. To know the importance of George Stephenson in the development of the railway system.
2. What was life like in the Palaeolithic (old) period? <b>Address and devise historically valid questions about change, similarity and difference.</b> <b>Note connections, contrasts and trends over time.</b> To know that in the Old Stone Age, people were hunter/gathers and lived a nomadic life style.	2. How does the Amesbury Archer help us know more about the Bronze Age? <b>Understand how and why different interpretations of the past have been constructed.</b> To know that archaeologists find artefacts and have to speculate and deduce reasoned judgements.	2. What can we learn about rail transport in our local area in the past using maps? <b>Address and devise historically valid questions about change, similarity and difference.</b> <b>Note connections, contrasts and trends over time.</b> To know that the Swannington Railway line ran along the edge of the school field during the Victorian Era. To know that this was one of the earliest lines in the country.
3. How did life change during the Mesolithic (middle) period? <b>Address and devise historically valid questions about change, similarity and difference.</b> <b>Note connections, contrasts and trends over time.</b> To know that farming changed the way in which people lived. To know that this is a significant change.	3. When was the Iron Age and how did things change? <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> To know the Iron Age in Britain began around 750BC and lasted until the coming of the Romans in AD43. It was the arrival of iron working techniques from southern Europe that brought Britain into the Iron Age.	3. What other evidence of the railway can we find in our local area? <b>Understand how our knowledge of the past is constructed from a range of sources.</b> To know that the Glenfield tunnel and remains of air shafts are evidence of the railway that once existed. To know that many of the local street names are connected to the railway line and Victorian engineers.

### Whole School History Medium Term Plan

<p><b>4. What can the village of Skara Brae tell us about life in Neolithic (new) times? Understand how our knowledge of the past is constructed from a range of sources.</b> To know that historians make deductions from evidence that is left behind from the past. To know that new discoveries can change what people think about the past.</p>	<p><b>4. How did people during the Iron Age keep themselves safe?</b> Address and devise historically valid questions about cause. To know many that Iron Age people lived in settlements called hill forts. To know why these places were safer to live in and give reasons for that.</p>	<p><b>4. Why did transport change in our local area?</b> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. To know that the canal system preceded the railway system. To know the reasons for the opening of the railway. To know the railway system was primarily established to move coal to fuel industries during the Industrial Revolution. To understand that in the past different people would have had different attitudes to the development of railway lines.</p>
<p><b>5. Why did Neolithic people build monuments? Understand how and why different interpretations of the past have been constructed.</b> To know that sometimes historians have to speculate and come to a reasoned judgement.</p>	<p><b>5. Do you think this was a dangerous time for people to live?</b> Understand how our knowledge of the past is constructed from a range of sources. Understand how and why different interpretations of the past have been constructed.  To know that Maiden castle was a significant Iron Age Fort and people make different interpretations about the evidence there. To know that the Lindow man is a further source for considering the Iron Age a dangerous time for people to live in.</p>	<p><b>5. How did the railways change holidays in the past?</b> Address and devise historically valid questions about change, similarity and difference.  Note connections, contrasts and trends over time. To know the history of Thomas Cook, his connection to Leicester and his importance in the development of the package holiday. To know the impact of the railways on the ability to travel for leisure purposes.</p>
<p><b>6. What progress was made during the Stone Age? Address and devise historically valid questions about change, similarity and difference.</b> Note connections, contrasts and trends over time. To know that over the Stone Age ways of life changed from hunter/gatherer groups to larger settled communities who relied on farming.</p>	<p><b>6. Which period would you prefer to live in, the Stone Age or the Bronze Age? (review)</b> Understand how our knowledge of the past is constructed from a range of sources.  To know that different opinions about that past can be given depending on how the evidence is used.</p>	<p><b>6. Why isn't the railway still at the bottom of our field? Address and devise historically valid questions about change, similarity and difference.</b> Note connections, contrasts and trends over time. To know that advances in technology meant that road transport led to a decline in the use of rail travel. To know the reasons behind the Beeching Cuts.</p>

## Whole School History Medium Term Plan

### Year 4

**Outcomes:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note the connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<p style="text-align: center;"><b>Unit 1</b></p> <p><i>This unit focuses on the attitudes, beliefs and ways of life so a clear picture of life 5000 years ago can be built. It links to the study of the Stone Age in Y3 with the question 'how can we possibly know?' In terms of chronology, children should be shown how the two periods link. Lesson 6 is designed to widen the idea of Ancient Civilizations and allow children to make further historical links and comparisons. This unit will link to the study of the Mayans in Y6.</i></p>	<p style="text-align: center;"><b>Unit 3</b></p> <p><i>This unit links back to the study of the Iron Age and lesson 5 Unit 2 year 3 is worth revisiting to make the chronology clear. The unit begins with a focus on historical figures (Caesar, Claudius, Bodica) concentrating on the concepts of cause and consequence. This focus on individuals can be linked back to significant individuals studied in year 1 and 2, and Stephenson in year 3. The emphasis then shifts to changes the Romans brought at the time and over time which links to changes over the Stone Age to Iron Age period</i></p>	<p style="text-align: center;"><b>Unit 5</b></p> <p><i>The first part of Unit 5 revisits the study of the Romans but on a local level. The first lesson revises the changes brought to Britain by the Romans and the second lesson looks at the archaeological evidence we have in Leicester. The emphasis here is to develop the children's concepts of the history of their home town and will link back to visits made in Y1 (Richard 3rd Centre) and Y2 (Beaumanor Hall). The last part of this unit links to the thematic study of journeys. Children learn about the historical context of transportation as a system of punishment and investigate a person from the past who was transported from Leicester. This also prepares children for a lesson on the crime and punishment system of the Anglo-Saxons in Year 5.</i></p>
<p><b>The Ancient Egyptians:</b> How much did the Ancient Egyptians achieve?</p>	<p>Roman Britain part 1: What happened when the Romans came to Britain?</p>	<p>Roman Britain part 2: How do we know the Romans lived in Leicester? Local study: Journeys</p>
<p>1. What can we quickly find out to add to what we already know about Ancient Egypt? <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b>  <b>To know when and where Ancient Egypt existed</b></p>	<p>1. Why did the Romans invade Britain? <b>Address and devise historically valid questions about cause.</b> <b>To understand the meaning, size and timescale of the Roman empire. To know some of the reasons why the Romans invaded Britain.</b></p>	<p>1. How much of our lives today can possibly be influenced by the Romans who lived here 2000 years ago? <b>Address and devise historically valid questions about change, similarity and difference.</b> <b>Note connections, contrasts and trends over time.</b> <b>To know about the legacy left by the Romans. To understand that the Romans were ahead of their time to have ideas that lasted 2000 years.</b></p>
<p>2. How can we discover what Ancient Egypt was like over 5000 years ago? <b>Understand how our knowledge of the past is constructed from a range of sources.</b>  <b>To understand the importance of the Nile and the significance of annual flooding. To know why monuments were sited in the desert.</b></p>	<p>2. Why did Boudica stand up to the Romans and what image do we have of her today? <b>Understand how and why different interpretations of the past have been constructed.</b> <b>To know that Boudica has been interpreted in different ways. To know that interpretations can be affected by later evidence.</b></p>	<p>2. How do we know the Romans lived in Leicester? <b>Understand how our knowledge of the past is constructed from a range of sources.</b> <b>To know that Leicester is a Roman place name. To know that there have been many archaeological finds in Leicester. To know that the Jewry Wall is the remains of the Roman baths in Leicester.</b></p>

### Whole School History Medium Term Plan

<p><b>3. What sources of evidence have survived and how were they discovered?</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>          To know what sort of evidence is available to inform us about Ancient Egypt. To know that some of this evidence has only become available within the last two hundred years. To know why pyramids were built. To know that Egyptians wrote using hieroglyphics which needed to be deciphered.</p>	<p><b>3. How were the Romans able to keep control over such a vast empire?</b>  <b>Address and devise historically valid questions about cause.</b>          To know the reasons why the Roman army was so powerful and know that some reasons are more important than others. To understand the wider concept of imperial control.</p>	<p><b>3. Why did so much change happen to the system of crime and punishment in the 19<sup>th</sup> century?</b>  <b>Address and devise historically valid questions about cause.</b>          To know that the greatest change in punishments at this time was transportation. To know that transportation involved an enforced journey to live and work in another country. To know the reasons for the growth in the crime rate during this period. To know why the police force originated during this period.</p>
<p><b>4. What does the evidence tell us about everyday life for men, women and children?</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>          To know that Ancient Egypt was a hierarchical society. To know that most men were farmers. To know women spent much time baking and collecting water. To know houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.</p>	<p><b>4. How did the Roman way of life contrast with the Celts?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know that a significant change would have been the emergence of towns and villas in the countryside. To know that rich Romans lived a sophisticated lifestyle. To know that society was diverse and that the poor lived differently.</p>	<p><b>4. Why does the Guildhall in Leicester no longer operate as a court?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know that the Guildhall was used as a court and a police station in the past. To know why it ceased to be used for this purpose.</p>
<p><b>5. What did Ancient Egyptians believe about life after death and how do we know?</b>  <b>Address and devise historically valid questions about significance.</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>          To know the sequence of mummification. To know the importance of the afterlife to Egyptian beliefs. To understand the significance of the Book of the Dead. To understand the importance of <i>maat</i>, creation myths and the role of gods and goddesses.</p>	<p><b>5. Can we solve the mystery of why this great empire came to an end?</b>  <b>Address and devise historically valid questions about cause.</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know some of the reasons for the end of the Roman empire. To know that some of these reasons are interlinked.</p>	<p><b>5. How do we find out about someone who was transported as a punishment from Leicester?</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>          To know that we can construct a narrative about past events from publically held records.</p>
<p><b>6. What did Ancient Egypt have in common with other civilisations from that time?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>          To know that there were at least 3 other major civilisations elsewhere in the world at that time and be able to locate them on a map. (Indus Valley, Sumer (Mesopotamia Modern Iraq), Shang Dynasty China).</p>		<p><i>There will be further lessons on the Hallaton Hoard and a collaborative project with Leicester University staff to develop the children's understanding of Roman Leicester. Should the Jewry Wall museum reopen, a visit will be arranged. Traditionally, year 4 are also visited by a 'Roman' who brings artefacts and gives a talk in role.</i></p>

#### Year 5

**Outcomes:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note the connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## Whole School History Medium Term Plan

<u>Unit 1</u>	<u>Unit 3</u>	<u>Unit 5</u>
<p><i>This unit begins by exploring causes of the war but after setting the context, the concentration is upon everyday lives of people who lived through the period and how this was portrayed in the media. Children begin to understand more deeply that an answer to the question ‘what was it like for people during this period?’ depends upon who is being asked. This unit builds upon the questions children have asked about the reliability of sources when studying history and the conclusions they can draw, to more specific manipulation of information through government propaganda. The final 2 lessons are linked to the thematic study of journeys linked to local study. Children study more specifically the different groups that migrated to Leicester in the post war period, in particular the Ugandans. Children make links between conflicts and movement of people. This prepares children for further study of the theme in Y6.</i></p>	<p><i>This unit builds on the work in Y4 on the Roman invasion of Britain looking at the causes for the Anglo-Saxons to come to Britain. This continues to keep the study of British history chronological across KS2. As with the other units of study, there is a concentration of building up a picture of what life was like at that time, and a questioning about how we know. Although this unit is titled Anglo-Saxon Britain, this unit introduces the Viking threat so that children understand that the two groups co-existed at the same time, rather than thinking one follows the other. The different interpretations of King Alfred’s rule link to the Y4 study on Boudica. The coming of Christianity and the changes it brought link to the changes caused by farming at the end of the Stone Age, and changes caused by the Roman invasion.</i></p>	<p><i>This unit continues to build a narrative of this period in time, showing the inter-relationship between the Anglo-Saxons and the Vikings. There is also further development of perspectives in history which links to the work on propaganda in unit 1 on the Home Front. Children are encouraged to question the validity of sources and understand that our interpretation of history is ever-changing. New evidence can come to light which can alter perceptions of the past. This unit prepares children for the study of the question ‘what happened to the Maya’ (Y6).</i></p>
World War 2 - The Home Front	Anglo-Saxon Britain	The Vikings – raiders or settlers?
<p>1. Why did Britain have to go to war in 1939? <b>Address and devise historically valid questions about cause.</b> To know how the actions of Hitler threatened European peace. To know what is meant by the term appeasement. To know why Chamberlain ultimately took the decision to go to war.</p>	<p>1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? <b>Address and devise historically valid questions about cause.</b> <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> To know where the Anglo-Saxon period is on a time line and know that other civilizations around the world existed at the same time. To know about the significance of the Staffordshire hoard. To know how to recognise Anglo-Saxon place names. To know about push and pull factors in regard to the invasion by the Anglo-Saxons.</p>	<p>1. What image do we have of the Vikings? <b>Understand how and why different interpretations of the past have been constructed.</b> To know where the Vikings came from and why they attacked. To know that the Vikings were a real threat from the sea. To know when the Vikings were in time in relation to the Romans and Saxons. To know that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066. To know the term stereotyping and understand how this can distort our view of the past.</p>
<p>2. Why was it necessary for children to be evacuated and what was evacuation really like? <b>Address and devise historically valid questions about change, similarity and difference.</b> <b>Note connections, contrasts and trends over time.</b> To know that there was more civilian damage in WW2 than in WW1. To know there were changing numbers of evacuees and give reasons for this. To know children’s experience of evacuation varied and can give reasons why the government’s portrayal was so positive.</p>	<p>2. What does the mystery of the empty grave tell us about Anglo-Saxon Britain? <b>Understand how and why different interpretations of the past have been constructed.</b> To know that archaeologists find artefacts and have to speculate and deduce reasoned judgements.</p>	<p>2. Why have the Vikings gained such a bad reputation? <b>Understand how and why different interpretations of the past have been constructed.</b> To know how the Vikings gained their reputation. To know that it was exaggerated by the accounts written by monks. To know that until recently monks’ records were main source of evidence. To know that history can be abused in interests of a good story/headline/stereotype. To know that most negative accounts come from period when the Vikings were raiding.</p>
<p>3. How was Britain able to stand firm against the German threat? <b>Understand how our knowledge of the past is constructed from a range of sources.</b></p>	<p>3. How did people’s lives change when Christianity came to Britain and how can we be sure? <b>Address and devise historically valid questions about change, similarity and difference.</b> <b>Note connections, contrasts and trends over time.</b></p>	<p>3. How have recent excavations changed our view of the Vikings? <b>Understand how our knowledge of the past is constructed from a range of sources.</b></p>



### Whole School History Medium Term Plan

<p>To know how the government prepared to withstand the Blitz and to keep up morale. To know the key features of resistance to German invasion: trying on gas masks, Home Guard, Battle of Britain, blitz evacuation, rationing, fire service, air-raid shelters</p>	<p>To know that early Saxons worshipped a range of gods. To know the stories and significance of St Augustine, Cuthbert and Bede in the development of Christianity. To understand the role of monasteries and churches in delivering the message of Christianity.</p>	<p>To know the significance of archaeological evidence and identify which source historians use when making statements. Know that Vikings were more than simple raiders; they also traded. Know that inferences can be made from archaeological finds and historical thinking can be revised because of it.</p>
<p><b>4. Why is it so difficult to be sure what life on the home front was really like?</b>  <b>Understand how and why different interpretations of the past have been constructed.</b></p> <p>To know how the government used censorship and propaganda during the war.</p>	<p><b>4. How did the Saxons see off the Viking threat?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b></p> <p>Know that Anglo-Saxon Britain changed from 4 separate kingdoms to one England. To know what is meant by the term Danelaw. To know the key events of the period 790-1066 in relation to the struggle between the Vikings and the Anglo-Saxons.</p>	<p><b>4. What can we learn about Viking settlement from place ending names?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know how to identify a Viking settlement on a map through knowledge of place names. To know that there are patterns of occupation.</p>
<p><b>5. Why did people in Leicester have to journey to New Parks in the post war period? Address and devise historically valid questions about significance.</b>          To know that New Parks Estate was constructed because of the need for better housing in the post war period.</p>	<p><b>5. Just how great was King Alfred really?</b>  <b>Understand how and why different interpretations of the past have been constructed.</b>          To know that King Alfred was a good military leader, valued literacy and laid the foundations for the kingdom of England. To know that the uncritical use of available sources can lead to a distortion in our view of the past.</p>	<p><b>5. Raiders or settlers...how should we remember the Vikings?</b>  <b>Understand how and why different interpretations of the past have been constructed.</b>          To know that people differ in their view of the Vikings not just at the time but in later times. To know what evidence there is and select supporting evidence for themselves.</p>
<p><b>6. Why did people choose Leicester as home after 1945?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know that there are different reasons for people migrating in the past. To know that migration continues in the present day.</p>	<p><b>6. How effective was Anglo-Saxon justice?</b>  <b>Address and devise historically valid questions about cause.</b></p> <p>To know the six main methods of keeping law and order in Saxon times. To know why these methods were used and understand the varying merits of each.</p> <p><i>Further lesson to be undertaken to draw together and review learning. This will involve the construction of an informed response to the question 'how dark were the Dark Ages really?'</i></p>	<p><i>One lesson will comprise a visit from a 'Viking' who gives a talk in role, allows the children the opportunity to handle objects and ask questions about them, and gives the opportunity for children to play some Viking games.</i></p>

## Whole School History Medium Term Plan

### Year 6

**Outcomes:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note the connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<p style="text-align: center;"><b>Unit 2</b></p> <p><i>This unit stimulates thinking about how a non-European civilisation compares with British society in Saxon times, and what constitutes an 'advanced' society. It also develops the children's ability to question historical theories and there is direct reference to the reliability of internet theories about why the Mayan civilisation declined so rapidly. This questioning of ideas and evidence links to the study of government propaganda in Y5.</i></p>	<p style="text-align: center;"><b>Unit 4</b></p> <p><i>This unit focuses on providing an opportunity to look at changes over time focusing on the concepts of democracy, rights and freedoms. The legacy of the Ancient Greeks links to the legacy of the Roman Empire studied in Y4. The element of warfare links to causes of conflict studied in Y5 (the Home Front), the conflict between Anglo-Saxons and Vikings (Y5) and the use of the Roman army in maintain its empire.</i></p>	<p style="text-align: center;"><b>Unit 6</b></p> <p><i>This final unit of KS2 pulls together the theme of journeys through history. Although each lesson has a stand-alone subject, the approach is unified across the sequence – Why was the journey made? What was the historical context? How do we know about it? What evidence do we have? What perspectives are involved? Would that happen again today? This unit may be subject to changes of content if children have a particular journey they want to investigate independently. By the end of KS2, we hope all children have the skills to carry out an independent historical investigation of their own.</i></p>
<p style="text-align: center;"><b>The Mayans - Why should we remember the Mayans?</b></p> <p>1. What can we learn about the Ancient Maya from the lives of the Maya today?  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b></p> <p>To know the Maya live in Central America. To know this region is a rainforest biome. To know that the climate and vegetation are linked to particular farming methods and food products.</p>	<p style="text-align: center;"><b>The Ancient Greeks – what did the Greeks do for us?</b></p> <p>1. Why did the Ancient Greek empire become so important?  <b>Develop chronologically secure knowledge and understanding of British, local and world history.</b>  <b>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b>  To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day. To know about the key concepts of democracy, warfare and trade and how they connect to the importance of an empire.</p>	<p style="text-align: center;"><b>Journeys – What makes people go on a journey?</b></p> <p>1. What makes people go on a journey?  <b>Develop a chronologically secure knowledge and understanding of British and world history.</b>  <b>Establish clear narratives.</b>  To know that they have made journeys of their own for a variety of reasons and that some journeys are for positive reasons and some are for negative reasons. To know that some journeys are more significant and therefore are more likely to be remembered. To know that the Vikings, Romans, Anglo-Saxons made journeys in the past for a variety of reasons (review past learning).</p>
<p>2. What can we learn about the Ancient Maya by investigating their cities?  <b>Understand how our knowledge of the past is constructed from a range of sources.</b></p> <p>To know that Mayan cities were undiscovered for a very long time because they were covered by rainforest and were inaccessible and unnoticed until advances in transport. To know that the Maya built impressive pyramid structures had large settlements. To know the importance of archaeology and reconstruction in finding out about the past.</p>	<p>2. How different were the Spartans and the Athenians?  <b>Develop secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study.</b>  <b>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b>  To know the difference between the two groups in terms of social and political organisation.</p>	<p>2. Was Walter Raleigh just in it for the money?  <b>Develop a chronologically secure knowledge and understanding of British and world history.</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>  <b>Address and devise historically valid questions about change and significance.</b>  To know the range of reasons why Walter Raleigh explored other lands.  To know that Raleigh's voyages had both a positive and negative impact on people.</p>

### Whole School History Medium Term Plan

<p><b>3. Why was religion so important to the Maya?</b>  <b>Address and devise historically valid questions about significance.</b>          To know the Maya believed that a god existed for each of the most important aspects of human life, and it was important to worship and praise all of them in order to live happily and peacefully. To know the main creation myth of the Maya. To know the Spanish interpretation of Mayan religion mainly focused on human sacrifice and portrayed the Mayans as savages.</p>	<p><b>3. How similar were the London Olympics of 2012 and those held in Ancient Greece?</b>  <b>Develop secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study.</b>  <b>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b>          To know that the Greek games were held in honour of the gods, no wars were allowed during the duration of the games, competitors competed naked, they began with a duration of only one day but this was increased to five over time and the event took place in the same location every time. To know how the modern games are different and similar from this. To know how the sporting events are different and similar.</p>	<p><b>3. Why did the 3<sup>rd</sup> class Irish passengers on the Titanic make the journey to America?</b>  <b>Develop a chronologically secure knowledge and understanding of British and world history.</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>  <b>Address historically valid questions about change and significance.</b>          To know that people emigrate to seek a better standard of life from the one they have. To know the conditions on board the ship for 3<sup>rd</sup> class passengers and how this contributed to the survival rate. To know how to find answers using secondary sources.</p>
<p><b>4. In what ways were the Mayans advanced for their time?</b>  <b>Address and devise historically valid questions about significance.</b>  <b>Note connections, contrasts and trends over time.</b>          To know about key aspects of the Mayan civilisation such as the number system, astronomy, calendars, trade and farming methods. To make comparisons between this culture and other cultures that existed at the same time.</p>	<p><b>4. What can we learn about the Ancient Greeks from their myths and their religion?</b>  <b>Develop secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study.</b>  <b>Address and devise historically valid questions about significance.</b>          To know about the 12 main gods of Ancient Greece. To know that myths existed to explain concepts that people didn't fully understand such as day and night. To know that gods were important to the Greeks because they believed worship could prevent natural disasters. To know that links can be made to other civilizations that have been studied.</p>	<p><b>4. Why did people sail on the Empire Windrush?</b>  <b>Develop a chronologically secure knowledge and understanding of British and world history.</b>  <b>Note connections, contrasts and trends over time.</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>  <b>Address historically valid questions about change and significance.</b>          To know the reasons why people made this journey. To know what the terms commonwealth, empire and discrimination mean. To know how to use primary sources to answers questions.</p>
<p><b>5. What happened to the Maya?</b>  <b>Understand how and why different interpretations of the past have been constructed.</b>          To know that there was a significant drop in the population of the Maya around 900AD. To explore the various theories surrounding this: alien abduction, climate change, change in trade routes, new diseases. To know that theories differ in terms of reliability of evidence.</p>	<p><b>5. Why did the Ancient Greeks fight so many wars?</b>  <b>Address and devise historically valid questions about significance.</b>          To know that Persia was an enemy of Greece but the Greeks also engaged in warfare between each other. To know the details of the Battle of Marathon and Salamis. To know how the Greek army and navy were organised and equipped. To know that links can be made between the Roman army and the Greeks.</p>	<p><b>5. How did Vera Schaufeld become a refugee?</b>  <b>Develop a chronologically secure knowledge and understanding of British and world history.</b>  <b>Note connections, contrasts and trends over time.</b>  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>  <b>Address historically valid questions about change and significance.</b>          To know that refugees have no choice about the journey they make. To know why kindertransport took place.</p>

### Whole School History Medium Term Plan

<p><b>6. Why should we remember the Mayans?</b>  <b>Construct informed responses that involve the thoughtful selection and organisation of relevant historical information.</b>          To know that Mayans wrote codexes but many of these were destroyed by the Spanish because they believed they were pagan books. To know the main achievements of Mayan civilisation studied so far and reflect upon the significance of them.</p>	<p><b>6. What did the Ancient Greeks do for us today?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know that aspects of our society today exist because of the advancements made by the Ancient Greeks: democracy, medicine, philosophy, drama, mathematics, science, architecture, literature and language.</p>	<p><b>6. Why do refugees make difficult journeys today?</b>  <b>Address and devise historically valid questions about change, similarity and difference.</b>  <b>Note connections, contrasts and trends over time.</b>          To know that refugees put their lives in danger to make their journey. To know the compelling reasons behind this choice being made. To know that there are links to be made between journeys made now and in the past. To know some examples of positive contributions made by immigrants to a new country.</p>
---	--	--