



History – Medium Term Planning

Y5/6

This is a working document – specific lesson content can be adapted by teachers as each unit is taught.

Each lesson will follow the lesson structure through a powerpoint that includes:

- POP (Point of Progress) task – a question or discussion to recall knowledge from a previous unit (examples at the end of each unit);
- Recap of the last lesson;
- New knowledge;
- Key vocabulary;
- Activity;
- Plenary and self-assessment.

Lesson slides are added to a folder on the Onedrive.

Teachers will build up a working wall in the classroom to show the 'journey' through each unit. This will include learning objectives key vocabulary and examples of work that can be referred back to over the course of the unit. The display will feature the Chris Quigley core concepts of 'Investigate and Interpret the past', 'Build an Overview of World History', 'Understand Chronology' and 'Communicate Historically' and the symbols for the ten knowledge categories: Artefacts, Location, Beliefs, Settlements, Culture and Pastimes, Food and Farming, Travel and exploration, Society, Conflict, Main Events, Vocabulary (to be used when applicable)

The learning objectives and success criteria will be stuck into books, at the start of a unit, with a knowledge organiser for the children to track their progress throughout the unit.

At the end of each unit, teachers will assess the children as 'basic', 'advancing' or 'deep' through a short test (verbal or written). Questions are found at the end of unit. Teachers will need to select the most appropriate questions that link to the success criteria and then they can decide how to present this for their class.

Before teaching History each year:

- Teachers will do a lesson on what makes a good historian.
- Explain that, as historians, we 'Investigate and Interpret the past', 'Build an Overview of World History', 'Understand Chronology' and 'Communicate Historically' (Key concepts)
- Explain that Geography knowledge is divided into ten categories: Artefacts, Location, Beliefs, Settlements, Culture and Pastimes, Food and Farming, Travel and exploration, Society, Conflict, Main Events, Vocabulary
- Timeline of World History to be displayed – this can be added to overtime.
- Access to History books (fiction and non-fiction) in the book area.

Autumn Term – Year A

*What were the causes and consequences of World War 2?
(Includes Local Study)*

<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
The determination of the soldiers in the trenches. Those at home contributing to the war effort.		The impact of the war on the world we see today. The celebration of everyone pulling together during the war.		People of colour and all genders are celebrated.
Milestone 3	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to

	full answer to questions about the past. • Refine lines of enquiry as appropriate			a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Vocabulary	Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias Topic: Communism, significant, influences, decades, evacuated, propaganda, amphibious, Blitz, atomic, Holocaust, legacies, declaration, dispute, rationing			
Prior learning	The First World War (Year 1/2 Year B)			
Experiences and visits	RAF East Kirkby			
Lesson	Knowledge P162-164	Learning question	Lesson outline	
1	• To know why the Second World War started; • To know key dates and events of the Second World War and place them on a timeline	<i>Why was there a Second World War?</i> SC: • I can name key dates and events of the Second World War (B) • I can identify countries affected by the war on a map (A) • I can explain why the Second World War started (D)		
2	• To know the significance of the Battle of Britain • to know why Lincolnshire played a key role in the Second World War	<i>What happened at the Battle of Britain?</i> SC: • I can describe the events of the Battle of Britain (B) • I can explain how Lincolnshire played a role in the Battle of Britain (A) • I can discuss the significance of Adolf Hitler (D)	You could look at other major battles at this point too.	

3	to know how propaganda was used during the Second World War	<i>What is propaganda and how was it used?</i> SC: - I can identify examples of propaganda and describe it (B) - I can explain why propaganda was a significant characteristic of WW2 (A) - I can explore Hitler's use of propaganda (D)	
4	- to know how the atomic bomb was used during the Second World War; - to know the impact of an atomic bomb	<i>What was the impact of an atomic bomb?</i> SC: - I can locate the countries that used atomic bombs on a map (B) - I can describe how atomic bombs were used during WW2 (A) - I can describe the impact of an atomic bomb and the developments (D)	
5	to know the impact of the Second World War on British society;	<i>What was the impact of the Second World War?</i> SC: - I can describe the impact of WW2 on society – including rationing, the NHS(B) - I can explain what the United Nations do (A) - I can investigate and explain the changes that took place in Britain during WW2.	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	• How many people died during the Second World War? • Label a timeline with significant events in the Second World War. • List some important events that took place after the war.	• Explain some political and social consequences of the Second World War. • Suggest suitable sources of evidence to find out more about the Second World War. • Use a timeline to provide an overview of 20th-century conflicts. • Explain why the Second World War is such a significant event in British and global history.	• Investigate Communism. • Do you agree? The Universal Declaration of Human Rights is as important today as it was during the years after the war. • Investigate Winston Churchill.
 Conflict	• Describe how the war began. • List the Axis powers. • Describe what is meant by the word 'amphibious'. • What was the Blitz? • What were the consequences of the use of atomic weapons at the end of the Second World War?	• Organise information about Adolf Hitler. • Suggest some reasons why the German air force was used to invade Britain. • Write a list of ten major Second World War battles. Which ones do you think were the most important and why? • Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.	• True or false? The Battle of Britain was more important than the evacuation of Dunkirk. Justify your answer with evidence. • Do you agree? The events of the First World War made another global conflict inevitable. • Hitler believed propaganda was a major reason why the German army lost the First World War. Do you agree?
 Location	• Describe where the major battles of the Second World War took place. Use a map to help you. • Use a map to identify the low countries. • List some of the founding nations of the United Nations.	• Suggest how Britain's location contributed to the outcome of the conflict. • Give an overview of the founding of the United Nations. Use a map to help you.	• Using multiple sources of evidence, including maps, investigate the evacuation of British forces at Dunkirk.
 Society	• Describe what rationing is. • What was the impact of the war on everyday life in Britain? • What does 'NHS' stand for? When was it created?	• Explain how new technology was used during the Second World War. • Compare and contrast the United Nations with the League of Nations.	• Investigate some of the changes that took place in Britain in the decade after the end of the Second World War.

Spring Term – Year A

What did the Ancient Greeks do for us?

<u>Endeavour</u>					<u>Community</u>					<u>Diversity</u>				
We will appreciate how the first people on Earth paved the way for us today. We will respect the expertise they showed in building.					We will understand that the first people on Earth lived nomadic lives in small communities. We will compare this with our community.					We will appreciate our diverse communities within our world and discuss changes over time.				
Milestone 3		Investigate and Interpret the past			Build an Overview of World History			Understand Chronology			Communicate Historically			
		• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand			• Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.			• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century			

	the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate			• decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Vocabulary	Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias Topic: democracy, citizens, philosophy, historical sources, civilisations, democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos, literature, architects, friezes, acoustics, engineering			
Prior learning	Ancient Egypt (Y3/4 Year A)			
Experiences and visits	In school Ancient Greek day.			
Lesson	Knowledge P129-132	Learning Question	Lesson Outline	
1	• To know key dates of Ancient Greece and place these on a timeline; • To know where Greece is; • To know how the country was divided into city states.	<i>When and where did the Ancient Greeks live?</i> SC: • I can name key dates, events and identify Greece on a map (B) • I can explain how the country was divided into city states (A) • I can compare Ancient Greece to Ancient Egypt (D))	Explore a variety of Ancient Greece knowledge organisers, extracting key information from them. Children use them to create their own bespoke personal knowledge organiser, that includes the 6 Ws as part of its' structure. SEE POWERPOINT	
2	• To know how Cleisthenes's introduction of democracy impacted our society today.	<i>What is a democracy?</i> SC:	Discuss entymology of 'democracy', discuss relevance to British values. Children identify 5 laws they would make if they were a Greek	

		- I can explain what is meant by democracy (B) - I can explain how the Ancient Greeks influenced the political systems of today (A) - I can compare the governments of different Greek city-states (D)	leader, and discuss whether it really was as fair as we might think... SEE POWERPOINT
3	- to recognise Ancient Greek architecture in buildings today; - to know how the Parthenon helps us to understand what life was like for Ancient Greeks; - To know that artefacts are a significant source of evidence.	<i>What do buildings tell us about the past?</i> SC: - I can name some significant Greek buildings (B) - I can identify the characteristic features in Ancient Greek architecture, including the Parthenon. (A) - I can find evidence of Greek influence in architecture today (D)	Discuss history of the Parthenon , identify key dates, 'characters' who were involved in its creation... In groups, make a model Parthenon from a template... SEE POWERPOINT
4	- to know the culture and pastimes of the Ancient Greeks; - to know the Ancient Greek impact on art and mathematics today; - to know why the Greeks started the Olympic Games - to know the significance of an amphitheatre.	<i>What did the Ancient Greeks do for entertainment?</i> SC: - I can describe some pastimes of the Ancient Greeks (name theatres, Olympic events) (B) - I can explain the impact of the Ancient Greeks on the arts, maths and sport today (A) - I can use artefacts to justify my ideas (D)	Discuss culture and pastimes of the Ancient Greeks, and then research the Olympic Games, look for modern day equivalents and take part in own class Olympics SEE POWERPOINT Greek Day – dressing up, cooking, class-based mini Olympics....
5	to know how Ancient Greek myths and legends inform us about cultural pastimes and religious beliefs.	<i>What does the story of The Iliad and The Odyssey tell us about Greek culture, pastimes and religious beliefs?</i> SC: - I can name some Greek myths and legends (B) - I can explain why Greek myths are significant (A) - I can investigate a Greek 'epic' and explain why they it is a significant source of evidence. (D)	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	• Describe what is meant by the word 'influential'. • Who eventually conquered the Greeks? When did this happen? • Label a timeline with important dates from Ancient Greek history. Use historical language to add detail. • What are some of the legacies of Ancient Greece?	• Are Homer's Iliad and Odyssey reliable sources of historical evidence? • Provide a chronology of important events in Ancient Greek history. How do they compare to another civilisation you know about? • Give an overview of the Trojan War and the Siege of Troy.	• Investigate the three generations of Greek gods. Develop a family tree that explains the relationship between them. • True or false? The Ancient Greek city-states fought each other regularly. Prove your answer is correct. • Do you agree? The Trojan War was a myth not an historical event. Include a testable hypothesis in your analysis.
 Artefacts	• List some uses for Greek pottery. • Describe how artefacts and remains help historians understand daily life in ancient times. • What does an architect do? • Describe what is meant by the word 'reliable'.	• What observations can you make about different types of Greek pottery? • Use suitable historical sources to compare and contrast Ancient Greek religion with Ancient Roman religion. • Suggest some artefacts that could be used to find out about Greek culture.	• Investigate the famous Greek epics, 'The Iliad' and 'The Odyssey'. Explain why they are an important source of evidence. • Do you agree? All historical sources are a type of propaganda.
 Culture and pastimes	• Describe what is meant by the word 'myth'. • Name some of the Olympians. • Using a map, identify significant theatres in Greece. • List some Greek myths and legends.	• Give an overview of significant Greek myths and legends. Why were they significant? • Organise information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.	• Investigate the history of the Olympics. • True or false? The Greeks were interested in the idea of physical perfection. Justify your answer. • Investigate the golden ratio.
 Society	• Describe what is meant by the words 'civilisation' and 'government'. • Create a timeline that explains how democracy has been used over the course of history.	• Explain the influence of Ancient Greeks on modern political systems. • Explain what a city-state is. • Organise information about Ancient Greek systems of government.	• True or false? All Ancient Greek city-states used the same systems of government. Prove you are correct. • Investigate a Greek city-state other than Athens.
 Settlements	• List examples of buildings that have been inspired by Greek architecture. • Name some famous Greek buildings.	• Compare and contrast the Parthenon in Athens with the Pantheon in Rome. • Explain the characteristic features of Greek architecture.	• Find evidence that Greek architecture is still popular today.

Summer Term – Year A

How were the Mayan and Aztec civilisation similar and different to other major civilisations of the past?

<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
We will appreciate how the first people on Earth paved the way for us today. We will respect the expertise they showed in building.		We will understand that the first people on Earth lived nomadic lives in small communities. We will compare this with our community.		We will appreciate our diverse communities within our world and discuss changes over time.
Milestone 3	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade

	• Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate	experiences of men, women and children.		• legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Vocabulary	Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias Maya: abandoned, overpopulation, uninhabitable, traditions, irrigation, terracing, architects, agriculture, expansion, yields, sacrifice, ceremony, anthropologists, innovations, codices, conquistadors Aztecs: nomadic, conquistadors, Mesoamerican, irrigation, chinampas, engineered, intricate, textiles, ingenious, aqueducts, currency, ceremonies			
Prior learning	Ancient Egypt (Year 3/4 Year A) Ancient Greece (Year 5/6 Year A) Stone Age to Iron Age (Year 3/4 Year A)			
Experiences and visits				
Lesson	Knowledge P138-140 (Maya) p134-136(Aztecs)	Learning Question	Lesson Outline	
1	• to know key dates and events of The Maya and place these on a timeline; • To locate Central America and the significant places;	<i>When and where did The Maya live?</i> SC: • I can name key dates and events and locate significant places in Central America (B) • I can compare Ancient Maya with another civilization (A)		

		I can explain the influence of the Spanish on the Maya culture and beliefs (D)	
2	- To know how The Maya developed their settlements; - To know how they grew food in the rainforest; - To know how their calendar system was significant in growing crops.	<i>What did The Maya's homes look like and where did their food come from?</i> SC: - I can describe a Maya settlement and the farming that took place (B) - I can explain how the city-states were organised (A) - I can use evidence to describe the collapse of the city states.(D)	
3	- to know that The Maya developed a writing system; - to know how artefacts help us to understand about how important literacy was for The Maya.	<i>Did The Maya know how to write?</i> SC: - I can describe the Maya writing system (B) - I can source evidence that the Maya developed a writing system (A) - I can investigate and explain the calendar system (D)	
4	- to know key dates and events of The Aztecs and place these on a timeline; - To locate Mexico and significant places.	<i>When and where did The Aztecs live?</i> SC: - I can name key dates and events and locate significant places in Mexico (B) - I can compare The Aztecs with another civilization (A)	

		I can explain the influence of the Spanish on the Aztec culture (D)	
5	- To know how the city of Tenochtitlan was built; - To know how and why the waterways and canals were significant; - To know how and why pyramids were built.	<i>How did The Aztecs build a city?</i> SC: - I can describe how Tenochtitlan was built and the importance of waterways(B) - I can describe the significance of the pyramids and compare this to Ancient Egypt. (A) - I can write a chronology of Tenochtitlan up to the modern day (D)	
6	- to know what goods were produced by the Aztecs - to know how The Aztecs were successful traders;	<i>What goods did the Aztecs produce and how did they trade?</i> SC: - I can list some of the goods produced by The Aztecs and explain how they were successful traders (B) - I can explain how farming and agriculture had a significant impact on the success of the Aztec Empire (A) - I can explain the connection between Aztec and Iron Age settlements	

End of Unit Assessment			
	Basic	Advancing	Deep
 Settlements	• Describe what is meant by the word 'engineered'. • What is the name of the city that was founded on the ruins of Tenochtitlán? • List some common foods and crops grown to feed the people of Tenochtitlán. • What is the other name for Mesoamerica?	• Organise information about houses and social class in Aztec civilisation. • Compare and contrast Aztec settlements with settlements in Britain during the same period.	• Investigate the legend of the founding of Tenochtitlán. • Write a chronology of the history of Tenochtitlán from its founding to modern times. What has changed? What has stayed the same?
 Conflict	• How did the Aztecs go about expanding their empire? • Why were the Aztecs such good warriors? • What was the name of the explorer who defeated the Aztecs? • Describe what is meant by the word 'conquest'.	• Explain the tactics Hernán Cortés used to defeat the Aztecs. • Compare and contrast the conquest of the Aztec people with the Roman conquest of Britain. • Make observations about Aztec warriors. • Explain some of the reasons the Aztec empire became so powerful.	• Investigate the conquistadors and their impact on South American civilisations. • Which words best describe Hernán Cortés and why: explorer, soldier, pirate, businessman, adventurer?
 Food and farming	• List some of the goods the Aztecs traded. • Describe what is meant by the word 'agriculture'. • What was the name for the Aztec floating gardens?	• Provide an overview of Aztec traders and their significance in Aztec society. • Explain how agriculture had a significant impact on the success of the Aztec empire.	• Present evidence, using multiple sources, that the Aztecs were innovative farmers. • True or false? The Aztecs invented irrigation. Explain your answer. • What is the connection between the Aztecs and Iron Age settlements in Britain?
 Beliefs	• Describe what is meant by the word 'rituals'. • Where did Aztec ceremonies take place? • Why did the Aztecs begin converting to Christianity?	• Compare and contrast Aztec religious ceremonies with Maya ceremonies. • Explain what is meant by human sacrifice. • Provide an overview of Aztec beliefs and rituals.	• Investigate the pyramids of Central America. • Use multiple sources of evidence to prove that Aztec places of worship were destroyed after the arrival of the Spanish.
 Culture and pastimes	• Describe what is meant by the word 'currency'. • How did trade affect daily life?	• Compare and contrast the pastimes of the Aztecs with those of the Romans. • Compare and contrast Aztec clothing to early Tudor clothing.	• Investigate Aztec textiles. • Suggest reasons why art was so important to the Aztecs.

	Basic	Advancing	Deep
 Main events	• Who were the Maya? • When was the golden age of the Maya? • List some of the Maya's scientific achievements. • Describe what happened to the Maya civilisation. • When was their civilisation at its peak? • List some famous Maya cities.	• Explain, using historical language, the changes that took place between 1800 BCE and 900 CE in Maya civilisation. • Compare and contrast two different Mesoamerican civilisations. • Explain what makes the Maya a significant ancient civilisation.	• Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs. • True or false? The Maya were ruled by one emperor and were part of a unified empire. Prove you are correct using multiple sources of evidence.
 Settlements	• Describe a Maya settlement. • List the things you would see in a Maya settlement. • List some of the farming methods the Maya used. • Describe what is meant by the word 'architect'.	• Give an overview of the characteristic features of a Maya city. • Explain what 'city-states' are. • Explain how city-states were able to expand. • Organise information about Maya cities.	• True or false? The Maya abandoned their cities because they could not feed themselves. • Do you agree? The sudden collapse of Maya's main cities was caused by lots of different factors. Prove you are correct using multiple sources of evidence.
 Culture and pastimes	• When did the Maya people develop writing? • How many symbols made up the Maya writing system? • What was the name of the ruler of a city-state?	• Compare and contrast Maya culture with Aztec culture. • Why were scribes significant, well-respected people? • Organise information about Maya ceremonies.	• Do you agree? The Spanish were biased against Mesoamerican civilisations. Justify your answer using multiple sources of evidence.
 Artefacts	• What are the names of the ancient Maya codices that have survived to this day? • Describe what is meant by the word 'anthropologist'.	• Explain why many Maya artefacts have been lost. • What evidence is there that the Maya developed a writing system?	• Investigate the Dresden Codex. • Do you agree? Spanish accounts of the Maya, written in the 16th century are reliable sources of evidence. • Investigate the Maya calendar system.

Autumn Term – Year B

How did the Tudors change Britain?

<u>Endeavour</u>					<u>Community</u>					<u>Diversity</u>				
The endeavour of those in battle and the perseverance of Sir Walter Raleigh.					The children will appreciate how people lived during this time, in particular their entertainment and compare this with communities today.					We will appreciate our diverse communities within our world and discuss changes over time.				
Milestone 3		Investigate and Interpret the past			Build an Overview of World History			Understand Chronology			Communicate Historically			
		• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the			• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.			• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to			

	full answer to questions about the past. • Refine lines of enquiry as appropriate			a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Vocabulary	Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias Topic: monarch, medieval, legacy, Reformation, alliance, heir, rebellion, parliament, military, devout, civil war, prosperity, flourish, philosophy, expeditions			
Prior learning	Shakespeare (Y1/2) Explorers (Year A) Anglo Saxons and Vikings (Y3/4 Year B)			
Experiences and visits	Gainsborough Old Hall			
Lesson	Knowledge P154-156	Learning Question	Lesson Outline	
1	- to know significant dates of the Tudor period; - to know how the Tudors came to reign after the Battle of Bosworth; - to know about Tudor architecture by exploring Gainsborough Old Hall.	<i>Who were the Tudors?</i> SC: - I can name significant dates and events of the Tudor period (B) - I can summarise the changes that took place during the Tudor period (A) - I can investigate the Tudor heritage of a local building (D)		
2	- to know the dates of the five different King and Queen's reigns; - to know the legacy of the five monarchs.	<i>Who were the Tudor monarchs?</i> SC: - I can name five Tudor monarchs and the dates of their reign (B) - I can compare and contrast the reigns of two or three different monarchs (A, D)		

3	- to know about the life of Henry V111; - to know the impact Henry V111 had on the Church	<i>Who was Henry VIII and what is his legacy?</i> SC: - I can describe Henry VIII's life including when he became head of the Church of England (B) - I can explain why Henry VIII is a significant person in history (A) - I can investigate and explain the Dissolution of the Monasteries (D)	
4	- to know how culture and art developed during the Tudor period; - to know the significance of the Globe Theatre.	<i>How were the Tudors entertained?</i> SC: - I can describe the 'Golden Age' and the pastimes of people during this time (B) - I can compare Tudor pastimes with another period of history (A) - I can explain why the Globe Theatre is a significant building today (D)	
5	- to know who Sir Walter Raleigh was. - to know why Sir Walter Raleigh was significant	<i>Who was Sir Walter Raleigh?</i> SC: - I can describe Sir Walter Raleigh's significance during the Tudor period (B) - I can explain why he was executed (A) - I can investigate the Spanish Armada and Philip II's claim to the throne. (D)	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	• Label a timeline with significant events in the Tudor dynasty. • Create a Tudor family tree. • List the names of all the Tudor monarchs. • When was the medieval period? • What was the name of the monarch who ruled for just nine days? • How long did Elizabeth I rule for?	• Present information about three Tudor monarchs. Compare and contrast their reigns. • Summarise the main changes that took place during the Tudor dynasty. • Give an overview of your favourite Tudor monarch. • Why was it significant that Elizabeth I died without an heir?	• Recommend multiple sources of evidence to explain the popularity of theatre during England's Golden Age. • Investigate the Renaissance movement and explain its impact on Tudor society. • Do you agree? The Tudor dynasty was the most significant in British history. Justify your answer.
 Conflict	• Describe what is meant by the word 'alliance'. • Describe some of the challenges that the Tudor monarchs faced. How did they overcome these problems? • Name a famous Tudor warship.	• Explain, using examples, what is meant by the term 'civil war'. • Explain how the Tudors became the ruling family of England and Wales. • Organise information about significant Tudors rebellions.	• Investigate the Spanish Armada and Phillip II's claim to the English throne. • Investigate the Pilgrimage of Grace. • Do you agree? Henry VIII's desire to have a male heir caused significant religious turmoil in England for decades.
 Culture and pastimes	• What was the other name for the Elizabethan era? Why did it have this name? • What was the Renaissance? • Where did the Renaissance happen?	• Compare and contrast Tudor pastimes with Greek pastimes. • Make observations about how daily lives changed during Tudor rule. • Organise information about the Renaissance.	• Investigate the Globe Theatre. • Recommend three suitable artefacts to tell us about daily life in Tudor times. Explain your choices.
 Travel and exploration	• Describe what is meant by the word 'prosperity'. • Who was Walter Raleigh and why is he a significant figure in British history?	• Why was Walter Raleigh executed? • Which cultures from history was Henry VII inspired by?	• True or false? The Tudors were the first English royal dynasty to establish trading colonies. Justify your answer. • Investigate El Dorado.
 Beliefs	• What is meant by the word 'devout'? • When did Henry VIII become head of the Church of England?	• Organise information about the Protestant Reformation.	• Use multiple sources of evidence to investigate the Dissolution of the Monasteries.

Spring Term – Year B

What changes happened during the Victorian era?

<u>Endeavour</u>					<u>Community</u>					<u>Diversity</u>				
We will consider the endeavour shown by inventors and innovators, those working in factories and the people exploring the world during this time.					We will understand how the lives of the rich and poor during the Victoria Era differed and compare this to our communities today.					We will appreciate our diverse communities within our world and discuss changes over time.				
Milestone 3		Investigate and Interpret the past			Build an Overview of World History			Understand Chronology			Communicate Historically			
		• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.			• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and			• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.			• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.			

	• Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate	experiences of men, women and children.		• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Vocabulary	Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias Topic: empire, poverty, revolution, consequence, law, conditions, innovations, workforce, economy, representation, parliament, exploration, uncharted, missionaries, achievements, Raj			
Prior learning	Queen Victoria (Y1/2 Year A) Anglo Saxons and Vikings (Y3/4 Year B) The Tudors (Y5/6, Year B)			
Experiences and visits	Lincoln Castle Prison and Museum of Lincolnshire Life.			
Lesson	Knowledge P158-160	Learning Question	Lesson Outline	
1	• to know key dates and events of the Victorian Era and place them on a timeline.	<i>When was the Victorian Era?</i> SC: • I know key dates and events of the Victorian Era (B) • I can use a timeline to share significant events (A) • I can use evidence to provide an overview of the Victorian Era (D)		
2 and 3	• to know what the Industrial Revolution was; • to know what impact of the Industrial Revolution	<i>What was the impact of the Industrial Revolution?</i> SC:		

	was on the rich and poor. • to know why people moved to cities from rural areas; • to know why industries changed during this time.	I can describe what life was like working in factories and the impact of this on rich and poor people (B) • I can suggest reasons why the Victorian Era was a time of rapid scientific development (A) • I can justify how the Industrial Revolution created 'middle classes' (D)	
4	• to know how the British Empire grew during the Victorian Era • to know the location of countries in the British Empire • to know why people explored new places	<i>How did the British Empire grow?</i> SC: • I can describe the growth of the British Empire, using key dates, and locate countries on a map (B) • I can explain positive and negative consequences of the British Empire (A) • I can compare the terms settlements and colonies (D)	
5	• to know the key events of Mary Kingsley's life and know why she was influential; • to know why Christian missionaries travelled across the world	<i>Who was Mary Kingsley?</i> SC: • I can explain the key events of Mary Kingsley's life (B) • I can describe why the work of Mary Kingsley and Christian missionaries was so influential (A) • I can communicate the achievements of Mary Kingsley (D)	https://www.britannica.com/biography/Mary-Henrietta-Kingsley

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	• When was the Victorian era? • List the dates of significant inventions during the Victorian era. • List significant dates in the history of the British Empire. • Describe what life was like in factories/ workshops in Britain in the Victorian era. • Describe what is meant by the word 'innovation'.	• Use a timeline to identify significant events in the Victorian era. • Suggest reasons why the Victorian era was a time of rapid scientific development. • Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end.	• Do you agree? The main reason for the end of the British Empire was the First World War. • Recommend suitable sources of evidence to provide an overview of the Victorian era. Justify your answers.
 Society	• Describe the experience of children in Victorian times. • What was the impact of new scientific discoveries on religious beliefs? • Describe the difference between the lives of the rich and the poor in the Victorian era.	• What impact did the Industrial Revolution have on political and social organisation in the 19th century? • Use multiple sources of evidence to explain the concept of the 'middle classes'.	• Investigate reforms in health and education during the Victorian era. • Do you agree? Without the Industrial Revolution there would not have been any middle classes.
 Culture and pastimes	• List some significant technological innovations during the Victorian era. • Name some famous writers from the Victorian era. • What types of public buildings would you see in Victorian towns and cities?	• What do you think was the impact of Alexander Graham Bell's invention? • Explain the influence of significant Victorian authors on people's daily lives.	• Summarise a story by Charles Dickens or one of the Brontë sisters. • Do you agree? The growth in literacy and printed materials during the Victorian era contributed to the use of propaganda during the First World War.
 Travel and exploration	• In what year did Queen Victoria become Empress of India? • How much of the world was ruled by the British during the Victorian era?	• Explain some of the consequences, positive and negative, of Britain's empire. • How did trade change during the Victorian period?	• Investigate the significant achievements of Mary Kingsley. • Do you agree? Settlements and colonies are the same thing.
 Settlements	• Describe how Britain governed new territories in which it had built settlements.	• Compare and contrast rural and urban settlements before and after the Industrial Revolution.	• Do you agree? Factory owners were very concerned about the health and welfare of their workers. Justify your answer.

Summer Term – Year B

What can we learn from famous explorers?

<u>Endeavour</u> We will appreciate and explore the work of famous explorers.		<u>Community</u> We will relate the work of famous explorers to our lives – how can we explore our local area?		<u>Diversity</u> We will appreciate explorers of different genders and race.	
Milestone 3	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically	
	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.	

	social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate	past, including ideas, beliefs, attitudes and experiences of men, women and children.		• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Vocabulary	Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias Topic: achieve, significant, resources, civilisations, expanded			
Prior learning	Christopher Columbus (Y1/2 Year B) Neil Armstrong (Y1/2) Vikings (Year 3/4 Year B)			
Experiences and visits	Local explorers: Sir John Franklin (Spilsby), Matthew Flinders (Boston)			
Lesson	Knowledge P152	Learning Question	Lesson Outline	
1	• to know main events of Leif Eriksson's life; • to know why and how he become the first European to reach North America; • to know why Leif Eriksson is significant in history.	<i>What did Leif Eriksson achieve?</i> SC: • I can recall key dates and events in Leif Eriksson's life; (B) • I can explain his achievements and why he was successful (A) • I can explain why he is a significant person in history (D)	https://www.bbc.co.uk/history/historic_figures/erikson_leif.shtml	
2	• to know main events of Zheng He's life;	<i>What did Zheng He achieve?</i>	https://www.britannica.com/biography/Zheng-He	

	- to know why Zheng He sailed from China to India; - to know why Zheng He is significant in history.	SC: - I can recall key dates and events in Zheng He's life; (B) - I can explain his achievements and why he was successful (A) - I can explain why he is a significant person in history (D)	
3	- to know main events of Roald Amundsen's life; - to know why and how he reached the South Pole; - to know why he is significant in history and how he influenced Shackleton.	<i>What did Roald Amundsen achieve?</i> SC: - I can recall key dates and events in Roald Amundsen's life; (B) - I can explain his achievements and why he was successful (A) - I can explain why he is a significant person in history (D)	https://www.britannica.com/biography/Roald-Amundsen
4	- to know main events of Amelia Earhart's life; - to know why Amelia Earhart flew solo across the Atlantic; - to know why Amelia Earhart is significant in history.	<i>What did Amelia Earhart achieve?</i> SC: - I can recall key dates and events in Amelia Earhart's life; (B) - I can explain her achievements and why she was successful (A)	https://www.biography.com/history-culture/amelia-earhart

		I can explain why she is a significant person in history (D)	
5	- to know main events of Sir Edmund Hillary's life; - to know why and how he reached the summit of Mount Everest; - to know why Sir Edmund Hillary is significant in history.	<i>What did Sir Edmund Hillary achieve?</i> SC: - I can recall key dates and events in Sir Edmund Hilary's life; (B) - I can explain his achievements and why he was successful (A) - I can explain why he is a significant person in history (D)	https://www.britannica.com/biography/Edmund-Hillary
6	- to know why people go on explorations; - to know the impact of explorations on scientific and technology developments	<i>Why are successful explorers significant?</i> SC: - I can explain why people go on explorations and how they are significant (B) - I can explain advantages and disadvantages of exploration (A) - I can create a list of the greatest explorers and justify this (D)	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	• Describe what is meant by the word 'achieve'. • Name as many famous explorers as you can. Label a timeline to show when these events happened. • Why are these explorers significant in the history of Britain?	• Explain some of the advantages of exploration. • How did exploration influence British attitudes to people from different countries? How did this change over time? • Compare and contrast the experiences of three of the explorers listed in your knowledge web. • What is the difference between migration and exploration?	• You've been asked to create a list of the ten greatest explorers from history. Who would you choose and why? • Find out who the first person to sail round the world was and present information about the journey.
 Travel and exploration	• List some of the reasons why people go on explorations. • Where did most European explorers sail to in the 15th and 16th centuries? • What continent was Christopher Columbus trying to reach when he discovered the West Indies? • List some resources that explorers brought back from their journeys.	• Suggest reasons why Europeans called the area discovered by Christopher Columbus, the New World. • Organise information about Mount Everest and the people who have climbed it. Why is Mount Everest an important mountain for climbers? • Suggest reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.	• Investigate the life of Zheng He. • True or false? Leif Erickson was a Viking who discovered North America centuries before Christopher Columbus. Prove you are correct. • Research Marco Polo's famous book about his travels. What are the advantages and disadvantages of using this as a source of evidence? • Investigate how exploration is connected to the slave trade.
 Society	• Describe what it means when a civilisation has expanded. • List some famous explorations that helped advance science and technology. • Describe some of the ways in which culture and beliefs are spread through travel and exploration. • Explain what missionaries are.	• What was the impact on British society of exploration in the 16th and 17th centuries? • Organise information about Amelia Earhart. What makes her achievements particularly significant? • Suggest some reasons why most explorers in history have been men. Find out more about famous female explorers.	• Francis Drake is described as a great British explorer. The Spanish described him as a pirate. What do you think? • Do you agree? Exploration helps make societies more prosperous. • Do you agree? The exploration of other places and civilisations has involved propaganda.