



History – Medium Term Planning

Y1/2

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 can decide how to present this for their class.

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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 History 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.

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Autumn Term – Year A <i>What happened in The Gunpowder Plot?</i> <i>What happened in the first flight?</i>				
<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
The determination and effort shown by the Wright Brothers to be the first people to fly a powered aircraft.		The impact these events have had on our world today. Remembrance of Bonfire Night and the impact aeroplane travel has had on us.		The impact of these events on a diverse group of people.
Milestone 1	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Describe historical events. • Recognise that there are reasons why people in the past acted as they did.	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Gunpowder Plot: Houses of Parliament, conspirators, persecuted, centuries, government, treason First Flight: achievement, sustained, discoveries, ancient, centuries, influential			
Prior learning				

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Visits and Experiences	RAF East Kirkby		
Lesson	Knowledge	Learning question	Lesson outline
	P72, 84		
1	- To know what is meant by chronology - To know that we can plot historical events on a timeline	<i>What is chronology and how do we show this on a timeline?</i> Success Criteria: - I can talk about the word chronology (Basic) - I can plot events on a timeline (Advancing) - I can plot events on a timeline of my life (Deep)	
2	- To know the main events of the Gunpowder Plot: - To know what the Houses of Parliament are	<i>Where are the Houses of Parliament and what happened during The Gunpowder Plot?</i> SC: - I can describe the main events of the Gunpowder Plot chronologically (B) - I can explain how the Gunpowder Plot ended (A) - I can write in role as a witness (D)	
3	- To know why the plotters wanted to kill King James; - To know what the artefacts that survived tell us about The Gunpowder Plot.	<i>Why did the Gunpowder Plot happen?</i> SC: - I can describe why the plotters wanted to kill King James (B) - I can explain how artefacts help tell us about The Gunpowder Plot (A) - I can write a recount of the event. (D)	
4	To know the main events in the history of flight	<i>When and where did the first aeroplane flight happen?</i>	

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	To locate where the first flight took place	SC: - I can put the main events of the history of flight on a timeline (B) - I can locate where the first flight took place on a map (B) - I can write in role as a pilot or engineer (A/D)	
5	- To know how attempts to fly have developed over time; - To know how powered flight is one of the most influential events in history.	<i>How can I fly?</i> SC: - I can plot changes to aeroplane flying on a timeline (B) - I can explain why powered flight is so influential today (A) - I can compare air travel today to the first flight. (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Who was Guy Fawkes? List key dates. Where are the Houses of Parliament? Why did the plotters want to kill King James? List artefacts that have survived from the plot? List the important dates in the history of flight. When was the first powered flight? How many people travel in aeroplanes today?	Explain how the plot ended. Explain how the Palace of Westminster is used today. Explain how artefacts can help us understand more about the Gunpowder plot. Compare and contrast aeroplanes of today with those from the past. Label a map with major air routes	True or false? Guy Fawkes was the leader of the conspiracy. Write a recount of the event by King James or Guy Fawkes. Investigate Charles Lindburgh's flight across the Atlantic.

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Spring Term – Year A <i>What was Britain like in the past?</i>				
<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
The determination of the people involved in putting out the fire, rebuilding parts of London and the endeavour of the people affected to start their lives again. The passion of Queen Victoria for people to		The collective effort of people working together during the fire. Queen Victoria's influence on social places such as theatres and museums and their impact on us today.		The Great Fire affecting a diverse group of people. Celebration of a significant female monarch.
Milestone 1	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Great Fire: decades, congested, flammable, architects, eyewitness, extract Queen Victoria: monarch, monarchy, legacy, politics, memorial			

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Prior learning	Gunpowder Plot and First Flight		
Visits and Experiences	Trip to Fire Station		
Lesson	Knowledge P74, 44	Learning Question	Lesson Outline
1	- To know the main events of The Great Fire of London; - To know the location of the fire.	What happened during the Great Fire of London? SC: - I can sequence the events of the Great Fire of London on a timeline (B) - I can show the location of the fire on a map (B) - I can describe the events to a friend (A)	What is the capital city of London? Children locate London on a map. Introduce when the Great Fire of London happened and where. How did the fire start? Find out about key events of the Great Fire of London including dates, ensuring children understand which day each event takes place. Activity: Children sequence the events of the Great Fire of London.
2	- to know why the fire spread so quickly; - to know how London changed after the fire.	Why did the fire spread so quickly? SC: - I can explain the reasons why the fire spread so quickly (B) - I can describe the impact of the fire on the people living in London (A) - I can write in role as someone living in London at the time.	Explain to children that London had many fires in its history but none were as big as the Great Fire (significant event). Investigate reasons why the great fire of London was so big and the fire spread so quickly (poorly built houses close together-congested, flammable buildings). Use the map to explore how much of London was affected by the fire. How many houses were destroyed? Which Cathedral was burnt? Discuss what happened after the fire including new materials used to rebuild the city ordered by King Charles II and how St Paul's Cathedral was re-designed by Christopher Wren. How did the fire effect people's everyday lives? Activity: Children to redesign the buildings in London based on the information they have

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			found out (new London) Children explain the changes and why.
3	to know how the diary extracts of Samuel Pepys help us to learn more about the fire.	<i>What does the diary of Samuel Pepys tell us about the fire?</i> SC: - I know that Samuel Pepys' diaries are a useful artefact to tell us about the past. (B) - I can use Samuel Pepys' diaries to learn about the fire. (A) - I can compare these artefacts with other historical sources (D)	Recap the main events of the Great Fire of London. Discuss the meaning of the term 'eyewitness'. Encourage the children to imagine that they were eyewitnesses to the Great Fire and discuss with their partners what they might have seen, heard, smelled and touched, as well as how they might have felt. Then, feedback as a class. Introduce Samuel Pepys as an eyewitness. Introduce his diary. What is a diary? Is it fact or fiction? What is an extract? How can his diary be used to learn about the fire? (Diaries can be useful sources of information about the past). Read an extract from Samuel Pepys' diary. Ask comprehension questions to aid children's understanding. Have other sources of evidence for comparison. Activity: Children write their own diary entries from someone who has just lost their home in the fire.
4	- to know the key events of Queen Victoria's reign; - to know how Queen Victoria changed the role of the monarchy.	<i>Who was Queen Victoria?</i> SC: - I can plot the key events of Queen Victoria's reign on a timeline (B) - I can explain how Queen Victoria changed the role of the monarch (A) - I can communicate my knowledge about Queen Victoria (D)	Explore objects (tiara, money, bible, sword, pearls etc). Who do these belong to? Come to the conclusion that they belong to a monarch-a king or queen. What is a monarch? What is a king or queen? What do they do? Introduce Queen Victoria, use timeline to show who was Queen before and after her and how long she reigned for. Look at images of her and find out about the key events during her reign. What was her legacy? How did she change the role of the monarch? Activity: Create a fact file about Queen Victoria.

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5	- to know some artefacts found in the Victoria and Albert Museum - to know what the Royal Albert Hall is used today.	<i>What is Queen Victoria's legacy?</i> SC: - I know that the Victoria and Albert Museum contains lots of artefacts and I can name some (B) - I can explain why the V and A museum and Royal Albert Hall are so significant (A) - I can explain why museums and galleries are so important for people today (D)	Recap some of the things they found out about Queen Victoria. Remind children that she was married to Prince Albert who died in 1861. Explain that he had a big influence on her life and the death of her husband had a large effect on the Queen. Explore some of the buildings that Queen Victoria opened during her reign (museum and Royal Albert Hall). When were these buildings opened? Why did they/she open the museum/Royal Albert Hall? What objects are displayed there? How many objects are in the museum? Why are artefacts important in history? How is the Royal Albert Hall used today? Activity: Children to draw and label some of the artifacts found in the Victoria and Albert Museum.
End of Unit Assessment	Basic	Advancing	Deep
	Order the events on a timeline. Describe how the fire started. Describe what is meant by congested and flammable. What material did King Charles II insist houses were built from? Use a map to show how the fire spread. What was the name of the writer whose diaries tell us more about the events? When was Queen Victoria's reign? What was Queen Victoria's legacy?	Draw a timeline of the key events. Write a diary extract from someone who lost their home. Compare and contrast Samuel Pepys's account with two more historical sources. Explain what makes Queen Victoria a significant person.	Discuss the effect that the fire had on people's lives. Investigate the response of the fire by the Mayor of London. Investigate where people moved after the fire.

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	How did she change the role of the monarchy? How many objects are in the V and A museum? List some events that take place in the Royal Albert Hall	Explain why artefacts are important in history. Why was the Royal Albert Hall built?	Give evidence that Queen Victoria wanted people to learn more about the world around them. Do you agree? Every town and city should have public libraries, museums and art galleries.
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Summer Term – Year A <i>Why do we remember famous people?</i>				
Endeavour		Community		Diversity
The passion and hard work of people in history are celebrated.		The impact of the people's contribution to our lives today. The enjoyment of theatre (Shakespeare).		People of Colour and women are celebrated. Activism and its success is celebrated.
Milestone 1	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past.	- Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate.	- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament,

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	Identify some of the different ways the past has been represented.			democracy, and war and peace.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Christopher Columbus: explorer, civilisation, centuries, disease, legacy, colonised William Shakespeare: playwright, theme, era, literature, treasured, renaissance Florence Nightingale: insanitary, significant, improved, conditions, legacy, influential Rosa Parks: activist, law, segregation, significant, legacy, boycott Neil Armstrong: commander, achievements, breakthrough, plaque, exploration			
Prior learning	Gunpowder Plot and First Flight, Great Fire of London, Queen Victoria			
Trips and Experiences	Shakespeare play: https://www.bbc.co.uk/iplayer/episode/m001ksyt/cbeebies-as-you-like-it-at-shakespeares-globe			
Lesson	Knowledge P36, 38, 46, 52, 60	Learning question	Lesson outline	
1	- to know the main events in Christopher Columbus's life; - to know what Christopher Columbus's legacy is.	<i>Why do we remember Christopher Columbus?</i> SC: - I can plot the significant events in Christopher Columbus' life on a timeline (B) - I can discuss his success as an explorer (A) - I can explain why he is a significant person in history. (D)		
2	- to know the main events in William Shakespeare's life; - to know what William Shakespeare's legacy is.	<i>Why do we remember William Shakespeare?</i> SC: - I can plot the significant events in William Shakespeare's life on a timeline (B) - I can discuss his success as a playwright (A)		

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		I can explain why he is a significant person in history. (D)	
3	- to know the main events in Florence Nightingale's life; - to know what Florence Nightingale's legacy is.	Why do we remember Florence Nightingale? SC: - I can plot the significant events in Florence Nightingale's life on a timeline (B) - I can discuss her success as a nurse (A) - I can explain why she is a significant person in history. (D)	
4	- to know the main events in Rosa Parks's life; - to know what Rosa Parks' legacy is.	Why do we remember Rosa Parks? SC: - I can plot the significant events in Rosa Parks' life on a timeline (B) - I can discuss her success as an activist (A) - I can explain why she is a significant person in history. (D)	
5	- to know the main events in Neil Armstrong's life; - to know what Neil Armstrong's legacy is.	Why do we remember Neil Armstrong? SC: - I can plot the significant events in Neil Armstrong's life on a timeline (B) - I can discuss his success as an astronaut (A) - I can explain why he is a significant person in history. (D)	
End of Unit Assessment	Basic	Advancing	Deep

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	Who was Christopher Columbus? Where was he born? What was his legacy? Where did he sail to?	Summarise one of Christopher Columbus's voyages Explain why he is such a significant person in history.	True or false? Columbus is the most significant explorer to travel from Europe to the Americas.
	Who was William Shakespeare? Where did he live? List some of the pastimes that were popular during Shakespeare's time. List his plays and describe the themes.	Summarise the story of one of his plays. Why did Shakespeare write plays?	True or false? Shakespeare is the only significant playwright to be born in England?
	Who was Florence Nightingale? Where was she born? What was the book she published called?	Compare and contrast hospital conditions in Crimea with conditions you see today.	True or false? Women had the same opportunities as men in the 1800s in England.
	Who was Rosa Parks? Why was she arrested? How did she help to change the law in America?	Explain Rosa Parks' legacy.	Do you agree? Conflict doesn't always have to involve violence.
	Who was Neil Armstrong? List the main events in his life. Name some of his achievements.	Organise information about the life of Neil Armstrong.	Investigate the types of transport that were involved in flying to the moon.

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Autumn Term – Year B				
<i>What happened in The Moon Landing?</i> <i>What happened at the Battle of Hastings</i>				
<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
The determination and endeavour of those fighting in the battle and of those involved in the moon landing.		The impact these events have had on the world we see today.		The recognition of diversity (or lack of) within the battle and moon landing.
Milestone 1	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Describe historical events. • Recognise that there are reasons why people in the past acted as they did.	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Battle of Hastings: Moon Landing: lunar, achievement, exploration, rivals, orbit			
Trips and Experiences	Lincoln Castle			
Prior learning	Significant People: Neil Armstrong (Y1/2 Year B)			

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Lesson	Knowledge P64, 88	Learning question	Lesson outline
1	- To know what is meant by chronology - To know that we can plot historical events on a timeline	<i>What is chronology and how do we show this on a timeline?</i> Success Criteria: - I can talk about the word chronology (Basic) - I can plot events on a timeline (Advancing) - I can plot events on a timeline of my life (Deep)	
2	- To know the main events of the Battle of Hastings - To know where the Battle of Hastings took place	<i>What was the Battle of Hastings?</i> SC: - I can plot the main events of the Battle of Hastings on a timeline (B) - I can identify where it took place on a map (B) - I can talk about why it was such a significant event (A/D)	
3	- to describe the conflict during The Battle of Hastings - to know why the Bayeux Tapestry is one of the most famous historical sources.	<i>What happened during the Battle of Hastings?</i> SC: - I can describe the events of the Battle of Hastings ((B) - I understand that the Bayeux Tapestry tells us information about the battle (A) - I can explain why the Bayeux Tapestry is so significant in history (D)	
4	- to know the main events of the Moon landing; - to know where the rocket was launched from.	<i>How did the first landing on the moon happen?</i> SC: I can place the main events on a timeline (B)	

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		- I can identify the place of the launch on a map. (B) - I can explain why landing on the moon is an exploration (A)	
5	- to know how the moon landing happened; - to know why the moon landing was a significant event.	Why was the moon landing so significant? SC: - I can talk about how the moon landing happened (B) - I can explain why the moon landing was so significant (A) - I can talk about the impact of the moon landing has been on space travel.	
End of Unit Assessment	Basic	Advancing	Deep
	Battle of Hastings: When did the battle take place? List key dates, describe the battle? What is the famous artefact linked to this battle? Where did it take place? Moon Landing: List the main events of the moon landing. Where is the Kennedy Space Center? How have we benefitted from space exploration?	Explain what makes the Battle of Hastings such a significant event. Explain why historians find the Bayeux Tapestry useful in telling us about the past. Explain what makes the moon landing so significant.	True or false? Harold's army would have defeated William if it wasn't for the Vikings. Do you agree? Humans should explore other planets. What artefacts do you think should be in a museum of the moon landing?

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Spring Term – Year B				
What happened in the first World War?				
Endeavour		Community		Diversity
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 1	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy			
Trips and Experiences				
Prior learning	Battle of Hastings (Year 1/2 Year B)			
Lesson	Knowledge P86	Learning question		Lesson outline

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1	to know the main events of The First World War	<i>When did The First World War start?</i> SC: - I can place the main events of the First World War on a timeline (B) - I can talk about the links between the war and other historical events (A)	
2	to know why the First World War started	<i>Why did the First World War start?</i> SC: - I know that the First World War started with the assassination of Archduke Franz Ferdinand (B) - I can explain why the war continued (A) - I can explain why it lasted so long (D)	
3	to know where the First World War took place	<i>Where did the First World War take place?</i> SC: - I can locate places where the war took place on a map (B) - I can compare a map of Europe before and after the war (A) - I can discuss why the war had a significant impact on Europe. (D)	
4	to know what the conditions were like for soldiers	<i>What were the conditions like for the soldiers?</i> SC: - I can describe the conditions of the trenches for soldiers (B) - I can explain 'trench warfare' (A) - I can show empathy for the soldiers by writing in role (D)	

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5	to know how the people that stayed at home helped in the war effort	<i>How did the people at home help in the war effort?</i> SC: - I can describe how people not at war helped (B) - I can explain the role of women in the war (A) - I can discuss the impact of women during the war (D)	
End of Unit Assessment	Basic	Advancing	Deep
	When was the First World War? Label a timeline of events. List places that the war took place. Locate Sarajevo and other significant places on a map. List names of the main battles What does assassination mean?	Investigate trench warfare. Research and then draw a map of Europe before and after the war. Explain how women helped in the war. Why did people think the war would be over quickly?	Discuss the impact of women in the war The First World War had a significant impact on Britain. Do you agree? True or false? The First World War was the worst conflict in history. Justify your answer.

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Summer Term – Year B				
Why do we remember famous people?				
Endeavour		Community		Diversity
The passion and hard work of people in history are celebrated.		Jethro Tull's impact on farming in our local area.		People of Colour and women are celebrated.
Milestone 1	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented.	- Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate.	- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Jethro Tull: significant, agricultural, revolution, influential, legacy, permanent Marie Curie: radioactivity, achievements, legacy, diagnose Martin Luther King Jr; inequality, influential, inspiring, discrimination, race, assassinated Queen Elizabeth II: monarch, coronation, decade, government, political, tradition Tim Berners-Lee: world wide web, internet, communication, influential, significant			

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Trips and Experiences	Farm or visit from a farmer (Jethro Tull)		
Prior learning	Significant individuals (Y1/2 Year A) First World War (Y1/2 year B)		
Lesson	Knowledge P40, 48, 56	Learning question	Lesson outline
1	- to know the main events in Jethro Tull's life; - to know what Jethro Tull's legacy is.	<i>Why do we remember Jethro Tull?</i> SC: - I can plot the significant events in Jethro Tull's life on a timeline (B) - I can discuss his success in agriculture (A) - I can explain why he is a significant person in history. (D)	
2	- to know the main events in Marie Curie's life; - to know what Marie Curie's legacy is.	<i>Why do we remember Marie Curie?</i> SC: - I can plot the significant events in Marie Curie's life on a timeline (B) - I can discuss her success in medicine (A) - I can explain why she is a significant person in history. (D)	
3	- to know the main events in Martin Luther King Jr's life; - to know what Martin Luther King Jr's legacy is.	<i>Why do we remember Martin Luther King Jr?</i> SC: - I can plot the significant events in Martin Luther King's life on a timeline (B) - I can discuss his success as a campaigner (A)	

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		I can explain why he is a significant person in history. (D)	
4	- to know the main events in Queen Elizabeth II's life; - to know what Queen Elizabeth II's legacy is.	Why do we remember Queen Elizabeth II? SC: - I can plot the significant events in Queen Elizabeth II's life on a timeline (B) - I can discuss her success as a Queen (A) - I can explain why she is a significant person in history. (D)	
5	- to know the main events in Tim Berners-Lee's life; - to know how Tim Berners-Lee's work has impacted us today.	Why is Tim Berners-Lee significant? SC: - I can plot the significant events in Tim Berner-Lee's's life on a timeline (B) - I can discuss his success in technology (A) - I can explain why he is a significant person in history. (D)	
End of Unit Assessment.	Basic	Advancing	Deep
	List the important things that Jethro Tull did. Where did he live? What did he invent? Where was Marie Curie born? When did she win her Nobel Prize? Describe her legacy.	Suggest reasons why Tull published a book about farming methods. Compare and contrast the opportunities for women in education today to those at the start of the 20th century Explain how King helped Rosa Parks.	Investigate farming methods from different time periods. What influence did Marie Curie's work have on the First World War? Investigate the 'I have a dream' speech.

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	What was Martin Luther King's job? Where did he do his famous 'I have a dream' speech? When and where was Queen Elizabeth II born? Name her children. Describe the activities she took part in. What traditions did she start? What are the significant achievements of Tim Berners-Lee? List the main changes the world wide web has made to society. Do artefacts have to be old?	Compare Queen Elizabeth II with another king or queen. Explain how people use Berners-Lee's invention to listen to music and watch TV.	Discuss some reasons why Queen Elizabeth II is popular. Investigate Berners-Lee's current job.
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