



Medium Term Plan HISTORY St Mary's Catholic Primary School

<u>2020-21</u>	<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
EYFS	<p>Understanding the World Past and Present, Culture and Communities and The Natural World: As an historian:</p> <p>Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>					
<p>Y1</p> <p>Show their emerging knowledge and understanding of the past by:</p>	<p><i>Penguins, Possums and Pigs</i></p> <p><i>To place some parts of a story into chronological order using time vocabulary.</i></p> <p><i>To use pictures to answer questions.</i></p>	<p>Fire Fire!</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. Place a few events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). ▪ Identify some of the basic ways the past can be represented. ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the 	<p><i>Growth and Green Fingers</i></p> <p><i>Chronology – growth over a period of time</i></p>	<p>Family Album</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present (e.g. <i>the difference between photographs of themselves as a baby and now</i>). ▪ Placing a few events and objects in order by using common phrases to show the passing of time (e.g. <i>old, new, young, baby, children, grown up</i>). ▪ Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. <i>before, after, a long time ago, first, last, adult, very old, in the past</i>) ▪ To tell the difference between past and present in their own and other people's lives by using and making simple 	<p><i>The Great Outdoors</i></p> <p><i>Passage of time – seasons/weekly/ months</i></p>	<p><i>Robots</i></p> <p><i>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</i></p>



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		<p>past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>).</p> <ul style="list-style-type: none"> ▪ Use simple stories and other sources to show that they know and understand key features of events. ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. <p>To begin to understand the reasons why people in the past acted as they did from a range of sources</p>		<p>comparisons to parts of stories, and features of events.</p> <ul style="list-style-type: none"> ▪ Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events. ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. 		
Key history Vocabulary in Year One	<p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times? questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate? before, after, a long time ago, past year decade century ancient modern long-ago timeline date order similar different because important living memory remembers 1960s toys materials wood plastic simple mechanical inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...?</p>					
Y2 Show their developing knowledge and	<p><u>The Place where I Live</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about the past through observing 	<p><u>Black History Month:</u> significant people: Mary Seacole</p>	<p><u>Explorers</u></p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other 	<p><i>The Farm Shop</i> <i>Growing seasons</i> <i>Explore the work of artists, craftspeople and designers from different</i></p>	<p>Wind in the Willows</p> <ul style="list-style-type: none"> ▪ What is the weather like today / this week / this time of year? 	<p><u>Buckets and Spades –</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects,



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<p>understanding of the past by:</p>	<p>and handling a range of sources</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Placing a few events and objects in order by using common phrases to show the passing of time ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time ▪ Using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. 		<p>people's lives (e.g. Christopher Columbus).</p> <ul style="list-style-type: none"> ▪ Identifying some similarities and differences between ways of life in different periods (e.g. Neil Armstrong and Christopher Columbus). ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). ▪ Using and making simple comparisons to parts of stories (such as those about explorers), and features of events (such as the first moon landing). ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Recount simple stories accurately and suggest why people and events were important. ▪ Ask and answer questions about the 	<p>times and cultures for differences and similarities.</p>	<ul style="list-style-type: none"> ▪ What are the names of the four seasons, in sequence, in the UK? <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>pictures, people talking about their past, buildings, written sources.</p> <ul style="list-style-type: none"> ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.
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	<ul style="list-style-type: none"> Use simple stories and other sources to show that they know and understand key features of events. Use sources to answer simple questions about the past. Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources 		<p>past through observing a range of sources, such as pictures, films and written sources.</p> <ul style="list-style-type: none"> Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...' Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources '<i>...I thought this.... but now I have listened to the story and looked at the picture I think this...</i>' 			
Key History Vocabulary in Year Two	<p>old, new/young, days and months anachronism chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral explorers Columbus Armstrong travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing storm rescue danger survive memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?</p>					
Y3	<p><u>There's No Place Like Home</u></p> <ul style="list-style-type: none"> making some links between and across periods, such as the differences between clothes, food, buildings or transport. identifying where some periods studied fit into a chronological framework by noting 	<p><i>Healthy Humans</i></p>	<p><u>Rock and Roll!</u></p> <ul style="list-style-type: none"> Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. <i>between hunter-gatherers and early farmers</i>). 	<p><i>The Iron Man</i></p> <p><i>Develop an understanding of the history of music</i></p>	<p><u>What the Romans did for us</u></p> <ul style="list-style-type: none"> Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. <i>between Roman Britain and other periods they have studied</i>). 	<p><i>How Does Your Garden Grow?</i></p> <p><i>Change over time/seasons/months</i></p> <p><i>Time connectives - explanations</i></p>



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	<p>connections, trends and contrasts over time by placing selected maps into chronological order.</p> <ul style="list-style-type: none"> ▪ understanding some significant aspects of history - expansion and changes in their local area. ▪ Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. ▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Identify some of the different ways in which the past can be represented, and that 		<ul style="list-style-type: none"> ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (<i>such as placing the construction of Stonehenge into chronological order</i>). ▪ Understanding some significant aspects of history (<i>such as the complexity of building Stonehenge</i>). ▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (<i>such as about life in Ancient Britain</i>). ▪ Use some sources to start devising historically valid questions about change and significance (<i>such as the development of farming and of settlement</i>). ▪ Understand some of the methods of historical enquiry, (<i>such as maps</i>), and how these can be used to make historical claims 		<ul style="list-style-type: none"> ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Understanding some of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the wider world. ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the</i> 	
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	<p>different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this 		<p><i>(such as about the transportation of the Bluestones).</i></p> <ul style="list-style-type: none"> Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. 		<p><i>impact of Roman roads and foods).</i></p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry and how these can be used to make historical claims (e.g. <i>about Roman place names</i>). Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist (artist's pictures, museum displays, written sources)</i>. 	
Y4	<p><i>Sparks Might Fly!</i></p> <p><i>Key people in the story of Electricity</i></p>	<p>The Great Plague</p> <ul style="list-style-type: none"> Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends 	<p><i>The Art of Food</i></p> <p><i>Changes in advertising over time</i></p>	<p><i>Passport to Europe</i></p> <p><i>Time zones</i></p>	<p>Water, Water Everywhere</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between 	<p><i>Hunted</i></p> <p><i>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</i></p> <p><i>American Folklore</i></p> <p><i>'History of Hunting'</i></p>



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		<p>and contrasts over time.</p> <ul style="list-style-type: none">▪ Understanding some significant aspects of history, e.g. <i>how the Great Plague of 1665 affected London and beyond.</i>▪ use specialist terms, organised info', makes some connections, draw some contrasts, frame historically-valid questions▪ Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.▪ Use some sources to start devising historically valid questions about change, cause and significance e.g. <i>of the Great Plague.</i>▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.▪ Use sources as a basis for research from which they will begin to use information as evidence to test			<p>clothes, food, buildings or medicine.</p> <ul style="list-style-type: none">▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.▪ Understanding some significant aspects of history including the nature civilisations (e.g. <i>how and why the River Nile was important to the Ancient Egyptians).</i>▪ Communicate using specialist vocabulary▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. <i>the lifestyles and beliefs of the Ancient Egyptians).</i>▪ Understand some of the methods of historical enquiry, how evidence	
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		<p>hypotheses e.g. <i>whether the uniform of a plague doctor would work as protection from the disease.</i></p> <ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, museum displays, written sources</i>). 			<p>is used to make historical claims.</p> <ul style="list-style-type: none"> Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (<i>e.g. about the lives of the Ancient Egyptians</i>). Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, tomb paintings, written sources</i>). 	
Y5	<p>A Kingdom United: Anglo-Saxon period</p> <ul style="list-style-type: none"> Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period. In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. 	<p><i>Food, Glorious Food!</i></p> <p><i>Research history of 'Fair Trade'</i></p>	<p><i>Earthlings</i></p> <p><i>Life in the future</i></p>	<p>Inventors and Inventions - early Islamic civilisation</p> <ul style="list-style-type: none"> Sequencing events (<i>such as inventions</i>) and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation</i>). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Amazon Adventure</p> <ul style="list-style-type: none"> How has/is the rainforest in the Amazon Basin changing? Why is the rainforest changing? 	<p>Faster, Higher, Stronger - Ancient Greece</p> <ul style="list-style-type: none"> Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. In depth study of different periods, using



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	<ul style="list-style-type: none"> ▪ Analyse connections, trends and contrasts over the Anglo-Saxon period. ▪ Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. ▪ Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving 			<ul style="list-style-type: none"> ▪ In depth study of different periods (<i>such as the Islamic Golden Age</i>), using appropriate vocabulary when describing the passing of time and historical concepts (<i>primary source, secondary source, reliability</i>). ▪ Analyse connections, trends and contrasts over time. ▪ Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study (<i>e.g. by making connections between the House of Wisdom and other history units they have already studied</i>). ▪ Beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (<i>e.g. by</i> 		<p>appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...)</p> <ul style="list-style-type: none"> ▪ Analyse connections, trends and contrasts over time (<i>e.g. Greek influences and their applications to the lives of people in different periods</i>). ▪ Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (<i>e.g. relating to Ancient Greece</i>). ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. ▪ Establish a narrative showing connections and trends within and across periods of study (<i>e.g. by making connections between</i>
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	<p>thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <ul style="list-style-type: none"> Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?) 			<p><i>understanding which countries Baghdad AD900 influenced).</i></p> <ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand the methods of historical enquiry, how evidence is used to make historical claims (<i>such as those about Baghdad AD900</i>), and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different 		<p><i>Ancient Greek developments and other history units they have already studied).</i></p> <ul style="list-style-type: none"> Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as
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				<p>sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?)</p>	<p>evidence to test hypotheses.</p> <ul style="list-style-type: none"> ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
Y6	<p>Survival!</p> <p>Research - Charles Darwin</p> <p><u>Black history</u></p>	<p><u>Britten's got talent:</u> Understanding of the history of music, including Britten; performing - A New Year Carol by Britten</p>	<p>Heroes & Villains</p> <p>Research on Health Heroes - James Lind (1716-1794); Elsie Widdowson (1906-2000); Lord Boyd Orr (1880-1971); Louis Pasteur (1822-1895); French</p>	<p><u>Super Sleuth</u></p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). ▪ Identify where periods studied fit into a chronological framework by noting 	<p><u>Oh! I do like to be beside the Seaside</u></p> <p>Aspect of British history beyond 1066 - leisure and entertainment: the Victorian era to the present day: leisure and entertainment</p> <ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties. ▪ Analyse connections, trends and contrasts over time, e.g. when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day, e.g. the development of leisure from 19th century to the present day.



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				<p>connections, trends and contrasts over time.</p> <ul style="list-style-type: none">Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (e.g. with particular focus on the period from 850AD to 1066AD).In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (e.g. <i>propaganda, bias, primary source, secondary source, reliability...</i>).Analyse connections, trends and contrasts over time (e.g. <i>warfare and battle</i>).Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history.Establish a narrative showing connections and trends within and across periods of study.Begin to recognise and describe the nature	<ul style="list-style-type: none">In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>primary source, secondary source, reliability</i>).Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, political and social history e.g. <i>how the development of the railways enabled Victorians to travel to the coast from inland towns.</i>Establishing a narrative showing connections and trends within and across periods of study.Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes, e.g. by <i>understanding how different people worked, travelled, and funded coastal visits.</i>makes connections, draws contrasts and analyses trends between the different periods.frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses, e.g. <i>examining the coastal settlement patterns and railway routes.</i>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this, e.g. <i>What evidence do we have? Why was it created? What does it tell us?</i>
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				<p>and extent of diversity, change and continuity and suggest relationships between causes (e.g. <i>understanding how different people settled</i>).</p> <ul style="list-style-type: none">■ Present a clear narrative within and across periods that notes connections, contrasts and trends over time.■ Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.■ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.■ Use sources as a basis for research from which they will begin to use information as	
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				<p>evidence to test hypotheses.</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others. 	
KS2 VOCABULARY	<p>Year 3</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Britons nomad/nomadic Boudicca Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt outpost colony gods/goddesses invention archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends oral history museum</p>	<p>Year 4</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun</p> <p>legacy impact effects consequences change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology first hand evidence second hand</p>	<p>Year 5</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages empire invasion civilisation settlers migration invasions kingdoms settlements conversion Christianity reputation raids resistance Danegeld Sparta Athens culture achievements to weigh up both sides on one hand</p>	<p>Year 6</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient civilisations Ancient Egyptians Egyptologist Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages The Georgians The Victorians The Industrial Revolution 20th century variety of sources different experiences this source suggests that.. I can infer that... impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology</p>	



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		evidence myths and legends	however different experiences primary evidence secondary evidence eye witness this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology	
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