

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>	Pentecost 2
EYFS Y1 Show their	Can I talk about past and pr	esent events in my own life ar	ommunities and The Natural W nd in the lives of family membe last week, at the weekend, th Growth and Green Fingers	ers? (P&C ELG)	The Great Outdoors Passage of time –	Robots Explore the work of artists,
emerging knowledge and understanding of the past by:	story into chronological order using time vocabulary. To use pictures to answer questions.	 and present. Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). 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 (speaking, role-play, drawing and writing). 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 of people in the 	Chronology – growth over a period of time	 assinction between past and present (e.g. the difference between photographs of themselves as a baby and now). Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past) To tell the difference between past and present in their own and other people's lives by using and making simple 	seasons/weekly/ months	craftspeople and designers from different times and cultures for differences and similarities.



		 past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). 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 		 comparisons to parts of stories, and features of events. 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 			
		To begin to understand the reasons why people in the past acted as they did from a range of sources					
Key history Vocabulary in Year One	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?						
Y2 Show their developing knowledge and	 The Place where I Live Ask and answer questions about the past through observing 	<u>Black History Month:</u> significant people: Mary Seacole	 Explorers Recognising the distinction between present and past in their own and other 	The Farm Shop Growing seasons Explore the work of artists, craftspeople and designers from different	 Wind in the Willows What is the weather like today / this week / this time of year? 	 Buckets and Spades – Ask and answer questions about the past through observing and handling a range of sources, such as objects, 	



understanding	and handling a range	pe	eople's lives (e.g.	times and cultures for	 What are the names of 	pictures, people talking
of the past by:	of sources		hristopher Columbus).	differences and similarities.	the four seasons, in	about their past,
of the pust by.	Recognising the		entifying some		sequence, in the UK?	buildings, written sources.
	distinction between		milarities and			To begin to understand
	past and present.	dif	fferences between		Explore the work of artists,	the reasons why people
	 Identifying some 	W	ays of life in different		craftspeople and	in the past acted as they
	similarities and		eriods (e.g. Neil		designers from different	did from a range of sources (pictures, plays,
	differences between	-	rmstrong and		times and cultures for	films, written accounts,
	their own present and	Cł	hristopher Columbus).		differences and similarities.	songs, museum displays,
	aspects of the past.	Kn	now where some			stories).
	 Placing a few events 	pe	eople and events fit			Understand historical
	and objects in order by	-	to a chronological			concepts and use them
	using common phrases		amework by using			to make simple
	to show the passing of	cc	ommon words and			connections and draw contrasts.
	time	ph	nrases about the			conirdsis.
	Identifying some	pc	assing of time (before,			
	similarities and	af	iter, a long time ago,			
	differences between	pc	ast).			
	ways of life in different	Us	sing and making			
	periods.	sin	mple comparisons to			
	 Know where some 	pc	arts of stories (such as			
	people and events fit	the	ose about explorers),			
	into a chronological	ar	nd features of events			
	framework by using	(su	uch as the first moon			
	common words and	laı	nding).			
	phrases about the	Re	ecognise that their			
	passing of time		wn lives are different			
	Using and making		om the lives of people			
	simple comparisons to		the past by			
	parts of stories, and		escribing some of the			
	features of events.		pics, events and			
	Recognise that their		eople that they have			
	own lives are different		udied.			
	from the lives of people		ecount simple stories			
	in the past by describing		ccurately and suggest			
	some of the topics,		hy people and events			
	events and people that		ere important.			
	they have studied.		sk and answer			
		qu	uestions about the			



	 Use simple stories and 		past through observing			
	other sources to show		a range of sources,			
	that they know and		such as pictures, films			
	understand key features		and written sources.			
	of events.		 Begin to understand 			
	 Use sources to answer 		the importance of			
	simple questions about		basing ideas on source			
	the past.		evidence 'I think this			
	Identify some of the		because in the			
	basic ways the past can		picture'			
	be represented.		Begin to understand			
	 To begin to understand 		and form simple			
	the reasons why people		hypotheses about the			
	in the past acted as		reasons why people in			
	they did from a range of		the past acted as they			
	sources		did from a range of			
			sources 'I thought			
			this but now I have			
			listened to the story			
			and looked at the			
			picture I think this'			
Key History	old, new/young, days and m	onths anachronism chronolog	ical order era/period The Tud	ors The Stuarts The Gunpowde	er Plot plotters Parliament secre	et King James Guy Fawkes
Vocabulary in					hedral explorers Colombus Arr	
Year Two					emorial investigate research e	vidence Why? historians
	experts letters newspapers w	ebsites detective opinion arte	fact What? When? Where	э;		
Y3	There's No Place Like	Healthy Humans	Rock and Roll!	The Iron Man	What the Romans did for	How Does Your Garden
15	Home	ricality fioritaris	Nock and Roll.			Grow?
			 Making some links 	Develop an		
	making some links		between and across	understanding of the	Making some links	Change over
	between and across		periods, such as the	history of music	between and across	time/seasons/months
	periods, such as the		similarities and		periods, such as the	Time connectives -
	differences between		differences between		similarities and	explanations
	clothes, food, buildings		clothes, food, buildings		differences between	
	or transport.		or transport (e.g.		clothes, food, buildings	
	 identifying where some 		between hunter-		or transport (e.g.	
	periods studied fit into a		gatherers and early		between Roman Britain	
	chronological		farmers).		and other periods they	
	framework by noting				have studied).	
	-		farmers).			



connections, trends and	Identifying where some	Identifying where some
contrasts over time by	periods studied fit into a	periods studied fit into a
placing selected maps	chronological	chronological
into chronological	framework by noting	framework by noting
order.	connections, trends	connections, trends
 understanding some 	and contrasts over time	and contrasts over
significant aspects of	(such as placing the	time.
	construction of	
history - expansion and		 Understanding some of
changes in their local	Stonehenge into	the ways in which
	chronological order).	people's lives have
 Understand some of the 	 Understanding some 	shaped this nation.
methods of historical	significant aspects of	 Describing how Britain
enquiry, and how	history (such as the	has influenced and
evidence is used	complexity of building	been influenced by the
sources to make	Stonehenge).	wider world.
detailed observations,	Understand some of	Understanding some
finding answers to	the methods of	significant aspects of
questions about the	historical enquiry, and	history – nature of
past.	how evidence is used	ancient civilisations;
Use some sources to	to make detailed	expansion of empires;
start devising historically	observations, finding	characteristic features
valid questions about	answers to questions	of non-European
change, cause,	about the past (such as	societies; achievements
similarity and difference,	about life in Ancient	and follies of mankind.
and significance.	Britain).	Understand some of the
Understand some of the	Use some sources to	methods of historical
methods of historical	start devising historically	enquiry, and how
enquiry, how evidence	valid questions about	evidence is used to
is used to make	change and	make detailed
historical claims.	significance (such as	observations, finding
Use sources as a basis	the development of	answers to questions
for research from which	farming and of	about the past.
they will begin to use	settlement).	Use some sources to
information as evidence	Understand some of	start devising historically
to test hypotheses.	the methods of	valid questions about
 Identify some of the 	historical enquiry, (such	change, cause,
different ways in which	as maps), and how	similarity and
the past can be	these can be used to	difference, and
represented, and that	make historical claims	significance (e.g. the



 different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). 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 		 (such as about the transportation of the Bluestones). Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. 		 impact of Roman roads and foods). Understand some of the methods of historical enquiry and how these can be used to make historical claims (e.g. about Roman place names). 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 	
Y4 Sparks Might Fly! Key people in the story of Electricity	 <u>The Great Plague</u> 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 	The Art of Food Changes in advertising over time	Passport to Europe Time zones	 represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). Water, Water Everywhere 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 	Hunted Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. American Folklore 'History of Hunting'



and controsts over time. clothes, food, buildings or medicine. I Indestanding some significant aspects of histor, ag, how the Great Rague of 16.65 affected London and beyrond. i Identifying where some periods studied if this to chronological tomework by noting connections, tends and controsts over time. I Use specialit ferms, agroup some clone, draw some controsts, frome histor, agroup some some connections, draw some controsts, frome histor, agroup some sources to make detailed observations, frome particular some of histor, agroup some sources to make detailed observations, frome particular durated some of the methods of sources to make detailed observations, frome sources to gradies about the post. Undestand some of the methods of the some sources to stant devising historically valid questions about the post. i Use some sources to significance e.g., of the methods of historical equip, how evidence is used to significance e.g., of the methods of historical equip, how evidence is used to significance e.g., of the methods of historical equip, how evidence is used to significance e.g., of the methods of historical equip, how evidence is used to historical equip, how evidence is used to significance e.g., of the methods of historical equip, how evidence is used to historical equip, how evidence is used to historical equip, how evidence is used to historical equip, how evidence is used to historical equip, how evidence is used to h				
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for research from which they will begin to use information as				
they will begin to use methods of historical information as enquiry, how evidence				
information as enquiry, how evidence				
evidence to test			enquiry, how evidence	
	evidence to test			



Y5	A Kingdom United: Anglo-	 hypotheses e.g. whether the uniform of a plague doctor would work as protection from the disease. 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 (artist's pictures, museum displays, written sources). 	Earthlings	Inventors and Inventions -	 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 (e.g. about the lives of the Ancient Egyptians). 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 (artist's pictures, tomb paintings, written sources). 	Faster, Higher, Stronger -
	 Saxon period 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. 	Research history of 'Fair Trade'	Life in the future	 early Islamic civilisation Sequencing events (such as inventions) and periods through the use of appropriate terms relating to the passing of time (empire, civilisation). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	 How has/is the rainforest in the Amazon Basin changing? Why is the rainforest changing? 	 Ancient Greece 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



trends and contrasts aff the langle Sigual when describing the angle Sigual over the Angle Saxon as the langle Sigual perspective by placing e Gain historical vacabulary when sacondary source. perspective by placing as the intervention sacondary source. their growing occereshs military contraction sacondary source. noncereshs griftmary sacondary source. reliability) contents by studying source. reliability) over time (e.g. Greek over time (e.g. Greek military, political enderstand griftmary over time. griftmary astability				
over the Anglo-Saxon period.passing of time and Age). using appropriate vacabulary when describing the passing of time and specifical concepts (primary source, secondary source, source, secondary source, secondary over time (e.g. Greek over time, e.g. G	 Analyse connections, 		In depth study of	appropriate vocabulary
period. Age), using appropriate historical concepts grain historical vacabulary when secondary source. grain historical orderships secondary source. knowledge into different concepts [primary orderships contexts by studying source. secondary source. aspects of Angle-Saxon source. reliability				_
• Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political • analyse connections, source, secondary source, reliability, interds and contrasts • Analyse connections, source, secondary source, reliability, interds and contrasts • analyse connections, interds and contrasts • Establish on normic, military, political • Analyse connections, interds and contrasts • analyse connections, interds and contrasts • analyse over time, ever tind, ever tind, ever tind, ever time, ever time, ever time, ever ti	e e e e e e e e e e e e e e e e e e e			
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knowledge into different contexts by studying concepts (primary source, secondary Analyse connections, source, reliability), Fortability, political Analyse connections, influences and their religious and social Fortability and contrasts Operating historical Caling historical Gain historical Gain historical Bablish a narrative showing connections Their source, million and carces periods of study Bestability and their source Conting historical Bestability and their source Conting historical Gain historical perspective by placing their growing knowledge into different contexts by studied. Bestability a narrative showing connections between the Anglo- Sacans and other history political religious and social history, studied, Estabilishing a narrative showing connections social Begin to recognise and describe the nature and extent of diversity, change and continuity by making connections, draws studied, into and across periods of study stabilishin and across periods of study understanding significant aspects of history – nature of and thends within and across periods of study understanding significant aspects of history – nature of accenterevisements and follies of markind.				,
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	contrasts, analyses		diversity, change and	
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	historically-valid		relationships between	(e.g. by making
questions involving causes (e.g. by connections between	questions involving		causes (e.g. by	connections between



thoughtful selection and	I	understanding which	Ancient Greek
-		-	
organisation of relevant historical information		countries Baghdad	developments and
		AD900 influenced).	other history units they
using appropriate dates		 Produce structured 	have already studied).
and terms.		work that makes	 Begin to recognise and
 Understand methods of 		connections, draws	describe the nature
historical enquiry, how		contrasts, analyses	and extent of diversity,
evidence is used to		trends, frames	change and continuity
make historical claims		historically-valid	and suggest
about the Anglo-		questions involving	relationships between
Saxons, and begin to		thoughtful selection	causes.
discern how and why		and organisation of	Produce structured
contrasting arguments		relevant historical	work that makes
and interpretations of		information using	connections, draws
the past have been		appropriate dates and	contrasts, analyses
constructed.		terms.	trends, frames
Use sources as a basis		Understand the	historically-valid
for research from which		methods of historical	questions involving
they will begin to use		enquiry, how evidence	thoughtful selection
information as evidence		is used to make	and organisation of
to test hypotheses		historical claims (such	relevant historical
(examining the		as those about	information using
settlement patterns and		Baghdad AD900), and	appropriate dates and
reasons for the Anglo-		begin to discern how	terms.
Saxons and Scots).		and why contrasting	 Understand methods of
 Understand how our 		arguments and	historical enquiry, how
knowledge of the past is		interpretations of the	evidence is used to
constructed from a		past have been	make historical claims,
range of different		constructed.	and begin to discern
sources about the		 Use sources as a basis 	how and why
Anglo-Saxons and that		for research from which	contrasting arguments
different versions of past		they will begin to use	and interpretations of
events often exist, giving		information as	the past have been
some possible reasons		evidence to test	constructed.
for this (what evidence		hypotheses.	 Use sources as a basis
do we have, why was it		 Understand how our 	for research from which
created, and what does		knowledge of the past	they will begin to use
it tell us?)		is constructed from a	information as
		range of different	
		J	



				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?)		 evidence to test hypotheses. 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	Survival! Research - Charles Darwin <u>Black history</u>	<u>Britten's got talent:</u> Understanding of the history of music, including Britten; performing - A New Year Carol by Britten	Heroes & Villains Research on Health Heroes - James Lind (1716- 1794): Elsie Widdowson (1906-2000): Lord Boyd Orr (1880-1971): Louis Pasteur (1822-1895): French	 Super Sleuth Viking and Anglo-Saxon struggle for the Kingdom of England 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 	 Victorian era; turn of the opost war; the sixties. Analyse connections, trere.g. when studying varied resorts during different his their influence on the lives periods. Know and understand the 	nd 1066 - leisure and era to the present day: riods through the use of g to the passing of time, e.g. century; pre-war; inter-war; ads and contrasts over time, d geographical coastal torical periods and noting s of people in these different e history of these islands as a marrative, from the earliest e.g. the development of



connections, trends In depth study of different periods, using appropriate
 and contrasts over time. Know and understand Know of these source, reliability.
 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.
propaganda, bias, primary source, secondary source,trends between the different periods.trends between the different periods.frames historically-valid questions involving thoughtful selection and organisation of relevant historical
 Analyse connections, trends and contrasts over time (e.g. warfare and battle). Gain historical perspective by placing 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
 their growing knowledge into different contexts focusing particularly on military, political and social history. Establish a narrative showing connections and trends within and hypotheses, e.g. examining the coastal settlement patterns and railway routes. 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. What evidence do we have? Why was it created? What does it tell us?
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.
understanding how
different people
settled).
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
 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



			 evidence to test hypotheses. 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	Year 3 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	Year 4 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 legacy impact effects consequences change continuity cause/s infer suggest My conclusion is that historian archaeologist archaeology first hand	Year 5 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	Year 6 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



	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	