Whole School Medium Plan – History - Academic Year 22 - 23



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| State if it is not a lead subect: but standalone/ ongoing | **Week:**  **teachers**  **to date** | **Advent 1** | **Advent 2** | **Lent 1** | **Lent 2** | **Pentecost 1** | **Pentecost 2** |
| **EYFS** | **1** |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  |  |
|  | 4 |  |  |  |  |  |  |
|  | 5 |  |  |  |  |  |  |
|  | 6 |  |  |  |  |  |  |
|  | 7 |  |  |  |  |  |  |
|  | | | | | | | |
|  |  |  | **The Great Fire of London** |  | **Family Album - Changes in Living Memory** |  |  |
| **Y1** | 1 |  | Where is London and what does it look like? |  | How many years have I lived for? How have I changed over time? |  |  |
|  | 2 |  | What was London like in the past? (people / houses / way of life) |  | Once there were Giants – story by Martin Waddell. How does the character change at each phase of their life? |  |  |
|  | 3 |  | What might life have been like then?  **Assessment – Vocabulary quiz** |  | Notable events in children’s lifetime – put in chronological order |  |  |
|  | 4 |  | What happened to London during the 'Great Fire'? Why did the fire spread so quickly? |  | Birthdays past and present  Kipper’s Birthday |  |  |
|  | 5 |  | What did the residents of London do?  How did they try to put out the fire? |  | Toys past and present |  |  |
|  | 6 |  | The events in chronological order  **Assessment – Order dates on timeline** |  |  |  |  |
|  | | | | | | | |
|  |  |  | **Fighting Fit** |  | **The Farm Shop** |  | **Buckets and Spades** |
| **Y2** | 1 |  | Did my home and school always look like it does today? |  | What is an explorer? |  | What is a seaside and what do we know about it? |
|  | 2 |  | What might my area have looked like a long time ago? |  | What equipment would you need to be an explorer? |  | What are the names of the seaside resorts nearest to where we live? |
|  | 3 |  | How can we find out what our area, school and homes were like in the past |  | Who was Christopher Columbus and what equipment did he need? |  | What objects tell us about seaside holidays? |
|  | 4 |  | What might life have been like in the past? |  | Where did he go? A map of the world and tour of the Santa Maria ship |  | Queen’s Park in the summer – then and now |
|  | 5 |  | What was our playground like in the past? |  | Who was Neil Armstrong? What equipment did he need? |  | Were seaside holidays the same in the past? |
|  | 6 |  | What games did children play in the past?  **Assessment – Create key facts information booklet for Year 1 class** |  | The voyage events in chronological order |  |  |
|  | | | | | | | |
|  |  |  | **Rock and Roll** |  | **There’s No Place Like Home** | **What the Romans did for us** |  |
| **Y3** | 1 |  | The last Ice Age – what was Britain like 60 000 years ago? (Similarities and differences)  **Assessment – Vocabulary quiz** |  | Where is our local area and what is in it? | Life in Britain before the Romans: add to class timeline from previous learning: Stone Age, Iron Age, the Celts, the Romans |  |
|  | 2 |  | The wildwood and settlements after the Ice Age |  | Which are natural features and what has been built buy people? | Who were the Celts? |  |
|  | 3 |  | Shelter, food, transport and way of life |  | What did our local area look like in the past at different times? | Why did the Romans come to Britain? |  |
|  | 4 |  | Ancient Britain’s woodland and the first farming settlements |  | Looking at maps of our area from the past, what are the similarities and differences? | Who was Boudica and what did she do? |  |
|  | 5 |  | Stonehenge – when was it built and how was it built? Where is it? |  | What other sources can we use to find out about our school in the past? | What were the main Roman settlements and how were these connected? |  |
|  | 6 |  | What would it be like to stand inside Stonehenge (a virtual tour)  **Assessment – chronological timeline of dates** |  | Visit to Charnwood museum – what can we tell about our area in the past from the museum? | How did the Romans change life in Britain and what did they do for us? |  |
|  | | | | | | | |
|  |  |  | **The Great Plague** |  |  |  | **Hunted**  **Ancient Egypt** |
| **Y4** | 1 |  | Reference to Y1: what happened in the Great Fire of London?  **Assessment – Timeline to show chronology dates** |  |  |  | What is a civilisation? Ancient civilisations and their way of life |
|  | 2 |  | What was London like in the time before the Great Fire of London? |  |  |  | What do you know and what would you like to know about Ancient Egypt?  Where is Egypt and the River Nile? |
|  | 3 |  | What was the plague?  How did it spread?  How people of Eyam felt? |  |  |  | How did the ancient Egyptians use the River Nile? |
|  | 4 |  | How did people cope with being incarcerated? |  |  |  | How was ancient Egypt ruled and who were the pharaohs? |
|  | 5 |  | What were the plague pits?  **Assessment – Create fact file report and share with another class key facts** |  |  |  | What was life like for different people and groups of people? |
|  | 6 |  |  |  |  |  | What happened to Egyptians after they died?  What were the pyramids and how were they built? |
|  | | | | | | | |
|  |  | **Faster, Higher, Stronger (Ancient Greece)** | **A Kingdom United (Anglo-Saxons and Scots)** |  |  | **Inventors and Inventions (Early Islamic Civilisation)** |  |
| **Y5** | 1 | Where is Greece and what was life like there?  How do we know about the Ancient Greeks? | Who were the Anglo-Saxons and where did they originate from?  **Assessment – Complete timeline to show chronology** |  |  | Where is Baghdad and what is modern day Baghdad like? |  |
|  | 2 | Beliefs, Myths and Legends | What evidence do we have that they settled in England? (place names and evidence of settlements) |  |  | Baghdad in AD900. Who were the Abbasids and why were they powerful? |  |
|  | 3 | How did the Ancient Greeks govern their cities? | The story of Beowulf (English – Legends of the British Isles) |  |  | What was happening in Europe at this time? |  |
|  | 4 | Conquerors and Warriors (Athens v Sparta) | What did Anglo-Saxon villages look like? |  |  | The House of Wisdom.  What was invented during this time and how have the inventions changed peoples’ lives? |  |
|  | 5 | The Olympiad | What was found at Sutton Hoo. The significance of Sutton Hoo |  |  | Why did the Islamic Golden Age end? |  |
|  | 6 | Famous Ancient Greeks and their achievements. How the Ancient Greeks influenced the rest of the world | **Assessment – Fact file / booklet about Anglo-Saxons and Scots** |  |  | Literature from this time |  |
|  | | | | | | | |  |  |  |
|  |  |  | **Super Sleuth**  **Viking and** Anglo-Saxon **struggle for the Kingdom of England** | **Heroes and Villains**  **Viking and Anglo-Saxon struggle for the Kingdom of England** |  | **Oh! I do like to be beside the seaside** |  |
| **Y6** | 1 |  | Time line of key events leading up to the Battle of Hastings  What was life like during Anglo-Saxon times? |  |  | When did holidays begin in Britain? Journeys people made |  |
|  | 2 |  | How was Anglo-Saxon society structured?  **Assessment – Vocabulary quiz** |  |  | Which were the first seaside resorts and why did they develop? |  |
|  | 3 |  | Who were the Vikings and why did they come to England? How did they fight? Viking invasions to 1066 |  |  | How did the development of the railways affect the lives of the Victorians? |  |
|  | 4 |  | Who were the Normans and why did they come to England? |  |  | What were the early railways like in seaside resorts? |  |
|  | 5 |  | How did the Normans fight? The Bayeux Tapestry |  |  | The Great Central Railway |  |
|  | 6 |  | Anglo-Saxons, Vikings and Normans – a summary  **Assessment – Create fact file/report and share in small groups** |  |  | What were seaside holidays like in Victorian times and how have holidays changed since this time? |  |
|  | | | | | | | |