



St Mary's Whole School Medium Plan – History

[Year 1 and Year 2 History - KS1 Quizzes to Help You Learn \(educationquizzes.com\)](https://www.educationquizzes.com)

[Year 3-6 History- KS2 History | KS2 History Revision and Quizzes \(educationquizzes.com\)](https://www.educationquizzes.com) **KS2**

[History Quizzes \(gcequiz.com\)](https://www.gcequiz.com)

<https://www.twinkl.co.uk/resources/parents-activities-games/quizzes-for-kids-activities-and-games-parents/history-quizzes-for-kids-quizzes-for-kidsindoor-fun-activities-and-games-parents>

[Retrieval practice examples – Editable KS2 history quizzes - Teachwire](https://www.teachwire.com)

[Common Assessment Tasks In History At KS2 | Keystage History](https://www.keystagehistory.com)

<u>State if it is not a lead subject: but standalone/ongoing</u>	Week: teachers to date	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS		<u>Myself</u>	<u>SPACE</u>	<u>Our PLANET</u>	<u>Our PLANET</u>	<u>WATER</u>	<u>WATER/ SEASIDES</u>
	<u>Understanding The world Past and present</u> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<u>Understand how the planet has changed</u>	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<u>Changes to water-rivers seas</u>	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

	including figures from the past.						
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		□ To place some parts of a story into chronological order using time vocabulary. To use pictures to answer questions.	The Great Fire of London <u>Core knowledge to be taught each lesson</u>				Family Album Changes in Living Memory <u>Core knowledge to be taught each lesson</u>
Y1	1	Linked to the English key learning, read one or more of the suggested texts (<i>Lost and Found, Up and Down, The Perfect Pet, The Perfect Present</i>), or a story such as <i>The Three Little Pigs</i> and sequence key parts of	Know where London is, locating it on a UK map and be able to describe from an aerial map. Explain what it looks like now.				Pupils will recall how many years they have lived for- realising age is an indicator of how long they have been alive. Pupils can explain how they have changed over time: place event and language in order.

	2	the story into the correct order. Talk about their favourite part of the story, and what happened before or after it.	<p>Recall from the previous lesson: what London looks like now. Be able to recall what was London houses were like in the past, just before the fire of 1666. Recall the building materials and crowded streets.</p> <p>Use sources: photographs of a London house and stuart/ tudor house</p> <ul style="list-style-type: none"> ▪ RECOGNISE difference between past and present: use phrases about the passing of time (before, after, a long time ago, past...). 				<p>Pupils will understand what a birthday is (celebration of the day they are born.) and remember what age is. Once there were Giants – story by Martin Waddell. Pupils explain how the character changes at each phase of their life using historical language.</p>
	3		<p>Be able to recall how people lived, what they wore, how they traded and toilet waste.</p> <p>Assessment Vocabulary quiz: London in the past</p>				<p>Notable events in children’s lifetime – put in chronological order: identify special elements of their birthdays.</p>
	4		<p>Pupils can recall what happened to London during the 'Great Fire' and can explain why the fire spread so quickly. Pupils can give the chronological date of when the Great Fire of London was: 1666. Put</p>				<p>Pupils can explain how birthdays were celebrated in the past. They can compare the similarities and differences to past and present. Explain why there would be</p>

			events in chronological order.				differences in the birthdays in the past and present. Assessment: quiz
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	5		<p>Know a diary can be a historical source: from Samuel Pepy's diary explain what the residents of London did and how they tried to put out the fire- be able to compare to modern fire methods. Be able to compare sources: paintings/ diary.</p> <p>Know how a fire hook was used.</p> <p>Assessment: great fire of London Quiz</p>				<p>Pupils can describe toys in the past: field work- to go to the care home to ask older people what toys they played with in the past. They will be able to compare it to the toys in the present and explain why there are differences.</p> <p>Assessment quiz toys.</p>
	6		<p><u>End of Unit Assessment</u></p> <p>Pupils should be able to place The events in chronological order</p> <p>- pupils to create a mini film showing their learning about when the Fire of London was, why it spread and how it was tackled.</p>				<p>The Royal family- explain who the royal family are and what toys the late Queen Elizabeth and King Charles may have played with.</p> <p><u>Assessment Task</u></p> <p><u>Create a family history display- about birthdays in</u></p>

							the past and now and a toy timeline <u>invite parents in to see- pupils present</u> -
		The Place Where I Live	Stand alone unit: Black History Month FIGHTING FIT	Explorers			Buckets and Spades
Y2	1	Pupils can explain what their home looked like today and what it may look like in the future/ past.		Pupils can recall what an explorer is and give some examples.			Pupils can describe what a seaside is and what they know about it. (use of geographical knowledge.)
	2	Pupils use historical characteristics to explain what Loughborough/ Leicestershire would have looked like in the past. Pupils will use previous historical knowledge and time markers to judge		Pupils can explain what equipment is needed to be an explorer and why this is needed. (cause and effect.)			What are the names of the seaside resorts nearest to where we live?
	3	Research what they can find out about their area, school and homes in the past. Assessment : Quiz		Pupils explain who Christopher Columbus as and the equipment needed. Assessment: Quiz			What objects tell us about seaside holidays? Assessment quiz
	4	Pupils explain what life was like in the past- use cause and effect. CST link common good		Pupils describe where CC travelled and explain why the ship was designed that way.			Queen's Park in the summer – then and now

				A map of the world and tour of the Santa Maria ship			
	5	Pupils explain using artefacts, photographs and visitors what the school and playground was like in the past.		Pupils can explain who Neil Armstrong was and why he used particular equipment			Children explain common experience of seaside holidays in the past and any differences-comparison

	6	Pupils can explain what games were like in the past and why. Assessment – Create key facts information booklet for Year 1 class		The voyage events in chronological order Assessment task: create in pairs a mini booklet about explorers-the key things they changed.			Assessment Task: create a museum display about seaside holidays in the past- invite families or the residents from the nearby care-home to see it. How did transport change seaside holidays-cause and effect

			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)		Pupils explain what is in the local area and why. Recall their learning from year 2.	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		Pupils explain the natural features and human features and how this has changed.	Pupils explain the time line of the Celts, where they lived and what they were like.	
	3		Shelter, food, transport and way of life Assessment Quiz: see quiz links above https://www.educationquizzes.com/ks2/history/practice-chronological-understanding-05/		Pupils explain what our local area look like in the past at different times. Assessment Quiz: See quiz links above https://www.educationquizzes.com/ks1/history/locations/	Pupils can explain why the Romans came to Britain and the time line. Assessment Quiz: see quiz links above https://www.educationquizzes.com/ks2/history/romans-in-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		<p>What would it be like to stand inside Stonehenge (a virtual tour)</p> <p>Assessment</p> <p>– chronological timeline of dates</p> <p>Assessment Task Explain as a early settler- reasons for why you settled where you did- present to another class.</p>		<p>Visit to Charnwood museum – what can we tell about our area in the past from the museum?</p> <p>End of unit assessment task: create a museum of the local area- invite parents to see and give talks about how our local area has changed?</p>	<p>How did the Romans change life in Britain and what did they do for us?</p> <p>End of unit assessment task: Explain how The Romans made life in Britain better or worse- what is the impact today?</p> <p>Work in pairs and present to another pair- giving historical evidence?</p>	
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			The Great Plague		THE ART OF FOOD (additional History) linked to The Tudors: Richard 3rd	Passport to Europe	Ancient Egypt

Y4	1		<p>Reference to Y1: what happened in the Great Fire of London?</p> <p>Assessment – Timeline to show chronology dates</p>		<p><u>Prior knowledge:</u></p> <p>What do children know about Richard the 3rd and his importance to Leicester? Historical evidence?</p> <p>Time line of the events</p>		<p>What is a civilisation?</p> <p>Ancient civilisations and their way of life</p>
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	2		What was London like in the time before the Great Fire of London?		Use historical resources to find out about Richard the third and his rise to the Throne		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? Assessment Quiz		<u>Evidence the timeline of the war of the Roses</u> Mini assessment quiz		How did the ancient Egyptians use the River Nile? Assessment quiz
	4		How did people cope with being incarcerated?		Richard the third and the battle of Bosworth- if possible visit and pupils write up.		How was ancient Egypt ruled and who were the pharaohs?
	5		What were the plague pits? End of unit Assessment task Show the cause and effect of the Plague in a poster.		End of unit Assessment task Why is Richard the 3rd so significant to Leicestershire? What is the historical evidence?		What was life like for different people and groups of people?

	6					<p><u>Make a museum visit/ display to show learning to parents- present talk to another class.</u></p>	<p>Pupils explain what happened to Egyptians after they died. What were the pyramids and how were they built? End of unit assessment task- create a booklet showing the importance to the river Nile to the Egyptians- present this to another class</p>
		<p>Ancient Greece FASTER HIGHER STRONGER</p>	<p>The Anglo-Saxons</p>			<p>Early Islamic Civilisation</p>	
Y5	1	<p>Pupils explain where Ancient Greece is and what was life like there. They can use primary and secondary resources to explain how we know about the Ancient Greeks.</p>	<p>Pupils explain who were the Anglo-Saxons and where did they originate from. Will use artefacts and resources to refer to. Assessment – Complete timeline to show chronology</p>			<p>Pupils explain where Baghdad and what is modern day Baghdad like. Will use primary and secondary resources</p>	
	2	<p>Beliefs, Myths and Legends</p>	<p>Pupils show what evidence do we have that they settled in England. (place names and evidence of settlements)</p>			<p>Baghdad in AD900. Pupils explain who were the Abbasids and give reasons why were they powerful.</p>	

	3	Pupils explain how the Ancient Greeks governed their cities?	The story of Beowulf (English – Legends of the British Isles)			What was happening in	
		Mini Assessment Quiz	<u>Mini- assessment quiz</u>			Europe at this time? Mini Assessment Quiz	
	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 <u>Overall Assessment</u> <u>Task: write a letter to another class about this and plan in groups an Olympic day for the class- dividing into the Greek States.</u>	<u>End of unit Assessment task:</u> From which regions did the AngloSaxons originate? What compelled them to undertake the perilous migration to Britain? What are some enduring contributions of the Anglo-Saxons to Britain and the wider world? Create a booklet			Literature from this time Assessment Task: Why was the early Islamic civilisation so important? Show evidence for this- create a poster/ leaflet.	



		<u>Survival</u>	Super Sleuth Viking and Anglo-Saxon struggle for the Kingdom of England			Oh! I do like to be beside the seaside	
Y6	1		<u>Recap from Y5 about the Anglo-Saxons.</u> Time line of key events leading up to the Battle of Hastings Pupils use cause and effect to explain what life was like in Anglo saxon times			<u>Recap on holiday learning from Y2</u> Pupils explain when holidays begin in Britain Journeys people made. Reasoning CST: distributive justice	
	2		Pupils explain how Anglo-Saxon society structured and give reasons for it. <u>CST: Common Good?</u>			Pupils locate the first seaside resorts and give reasons for why they developed.	
	3		Pupils explain who were the Vikings and why did they come to England. They will give reasons for why they were successful (fighting techniques.) Viking invasions to 1066 <u>Mini assessment Quiz</u>			Pupils give reasons for the development of the railways affect the lives of the Victorians. Cause and effect CST link: Common Good Mini Assessment quiz	
	4		Pupils explain who were the Normans and why did they come to England.			Pupils describe the early railways in seaside resorts and the impact this had.	

	5		<p>Pupils explain how the Normans fought and what made their invasion successful?</p> <p>The Bayeux Tapestry- pupils can use this artefact to describe and show a time line of events.</p>			The Great Central Railway	
	6		<p>Anglo-Saxons, Vikings and Normans – a summary</p>			<p>What were seaside holidays like in Victorian times and how have holidays</p>	
			<p>End of unit Assessment Task</p> <p>Explain about the different groups that ruled the united Kingdom and each of their lasting impact.</p> <p><u>Present to another class or pair- make a video presentation/ tv show.</u></p> <p>Corridor display outside the studio</p>			<p>changed since this time? <u>End of unit assessment task</u></p> <p><u>Show the cause and effect of how transport changed seaside resorts and holidays- work with year Two to create a museum display on changing holidays.</u></p>	