

St Mary's Whole School Medium Plan – History - Academic Year 23-24

[Year 1 and Year 2 History - KS1 Quizzes to Help You Learn \(educationquizzes.com\)](https://www.educationquizzes.com/ks1/history/)

[Year 3-6 History- KS2 History | KS2 History Revision and Quizzes \(educationquizzes.com\)](https://www.educationquizzes.com/ks2/history/)

[KS2 History Quizzes \(gcequiz.com\)](https://www.gcequiz.com/ks2/history/)

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

[Retrieval practice examples – Editable KS2 history quizzes - Teachwire](https://www.teachwire.co.uk/retrieval-practice-examples-editable-ks2-history-quizzes)

[Common Assessment Tasks In History At KS2 | Keystage History](#)

| <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 |
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| 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. <p>Compare and contrast characters from stories, including figures from the past.</p> | <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. |

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| | | <ul style="list-style-type: none"> To place some parts of a story into chronological order using time vocabulary. To use pictures to answer questions. | The Great Fire of London | | | | Family Album Changes in Living Memory |
| Y1 | 1 | Linked to the English key learning, read one or more of the suggested texts (<i>Lost and Found</i> , <i>Up and Down</i> , <i>The Perfect Pet</i> , <i>The Perfect Present</i>), or a story such as <i>The Three Little Pigs</i> and sequence key parts of the story into the correct order. Talk about their favourite part of the story, and what happened before or after it. | 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 Assessment: quiz |
| | 4 | | What happened to London during the 'Great Fire'? Why did the fire spread so quickly? When was the Great Fire of London. | | | | Birthdays past and present Kipper's Birthday |

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| | 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 End of Unit Assessment- pupils | | | | <u>Assessment Task</u> <u>Create a family history display- invite parents in to see- pupils explain .</u> |
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| | | The Place Where I Live | Stand alone unit: Black History Month FIGHTING FIT | Explorers | | | 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 Assessment : Quiz | | Who was Christopher Columbus and what equipment did he need? Assessment: Quiz | | | What objects tell us about seaside holidays? Assessment quiz |
| | 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 | | | Were seaside holidays the same in the past? |

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| | | | | equipment did he need? | | | |
| | 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 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 |
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| | | | 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) | | 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 Assessment Quiz | | What did our local area look like in the past at different times? Assessment Quiz | Why did the Romans come to Britain? Assessment Quiz | |

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| | 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 – chronological timeline of dates</p> <p>Assessment Task</p> <p>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:</p> <p>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><u>End of unit assessment task:</u></p> <p><u>Explain how The Romans made life in Britain better or worse- what is the impact today?</u></p> <p><u>Work in pairs and present to another pair- giving historical evidence?</u></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 |

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| Y4 | 1 | | Reference to Y1: what happened in the Great Fire of London? Assessment – Timeline to show chronology dates | | <u>Prior knowledge:</u> What do children know about Richard the 3 rd and his importance to Leicester? Historical evidence? Time line of the events | | 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? | | 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? |

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| | 6 | | | | <u>Make a museum visit/ display to show learning to parents- present talk to another class.</u> | | 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 |
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| | | Ancient Greece FASTER HIGHER STRONGER | The Anglo-Saxons | | | Early Islamic Civilisation | |
| Y5 | 1 | Where is Ancient 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 | |

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| | | 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 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. | |

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| | | <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 What was life like during Anglo-Saxon times? | | | <u>Recap on holiday learning from Y2</u> When did holidays begin in Britain? Journeys people made | |
| | 2 | | How was Anglo-Saxon society structured? | | | 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 <u>Mini assessment Quiz</u> | | | How did the development of the railways affect the lives of the Victorians? <u>Mini Assessment quiz</u> | |
| | 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 | | | What were seaside holidays like in Victorian times and how have holidays | |

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| | | | <p>End of unit Assessment Task Explain about the different groups that ruled the united Kingdom and each of their lasting impact. <u>Present to another class or pair- make a video presentation/ tv show.</u></p> | | | <p>changed since this time? <u>End of unit assessment task</u> <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> | |
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