

History Medium Term plans

		Unit 1	Unit 2	Unit 3
EYFS year A		<p style="text-align: center;">Who am I?</p> <p style="text-align: center;"><i>Share photographs of their family and talk about where they live. Discuss how children have changed from baby photographs.</i></p>	<p style="text-align: center;">Animals (dinosaurs)</p> <p style="text-align: center;"><i>Explore the early prehistoric dinosaur era and compare animals from the past and present.</i></p>	<p style="text-align: center;">Transport</p> <p style="text-align: center;"><i>Talk about the development of transport by land, sea, air and discuss similarities and differences from the past.</i></p>
EYFS year B		<p style="text-align: center;">All about me</p> <p style="text-align: center;"><i>Share photographs of their family and talk about where they live. Discuss how children have changed from baby photographs.</i></p>	<p style="text-align: center;">Space including transport</p> <p style="text-align: center;"><i>Talk about the development of transport into space through photographs.</i></p>	<p style="text-align: center;">Pirates and the Seaside</p> <p style="text-align: center;"><i>Talk about similarities and differences between seaside towns then and now.</i></p>
Year 1		<p style="text-align: center;">Changes within living memory: How have our lives changed?</p> <p style="text-align: center;"><i>Exploring how toys and technology has changed over time</i></p> <p>Can I describe how popular toys have changed over time?</p> <p>Can I compare children's entertainment today with entertainment in the past?</p> <p>Can I ask questions about how school has changed over time?</p> <p>Can I compare what children wore in different times?</p> <p>Can I explain how children's lives have changed over time?</p> <ul style="list-style-type: none"> • <i>Observe or handle evidence to ask questions and find answers to questions about the past.</i> • <i>Label time lines with words or phrases such as: past, present, older and newer.</i> • <i>Recount changes that have occurred in their own lives.</i> • <i>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</i> 	<p style="text-align: center;">Significant individuals: Sporting Heroes</p> <p style="text-align: center;"><i>The achievements of Walter Tull and how they compare with those of modern-day athletes such as Nicola Adams</i></p> <p>Can I explain who Walter Tull was and when he lived?</p> <p>Can I use historical sources to compare the life of Walter Tull with footballers today?</p> <p>Can I explain some of the challenges that Walter Tull faced?</p> <p>Can I explain how Walter Tull helped our country during WW1?</p> <p>Can I compare the lives and achievements of Walter Tull and Nicola Adams?</p> <ul style="list-style-type: none"> • <i>Ask questions such as: What was it like for people? What happened? How long ago?</i> • <i>Describe significant people from the past.</i> • <i>Recognise that there are reasons why people in the past acted as they did.</i> 	<p style="text-align: center;">Significant historical local person: Queen Elizabeth II, our monarch</p> <p style="text-align: center;"><i>Understanding who she is and how life in Britain has changed during her reign (Visit Windsor Castle)</i></p> <p>Can I explain what a monarch is and who is our monarch?</p> <p>Can I explain how Queen Elizabeth II became our monarch?</p> <p>Can I use different sources to find out about the queen's coronation?</p> <p>Can I show information about the Queen's family?</p> <p>Can I explain why the Queen is significant in our local area?</p> <ul style="list-style-type: none"> • <i>Describe historical events.</i> • <i>Place events and artefacts in order on a time line.</i> • <i>Use dates where appropriate.</i> • <i>Show an understanding of the concept of nation and a nation's history.</i> • <i>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</i>

<p>Year 2</p>		<p>Local History – Slough through the ages <i>Exploring how Slough has changed with a focus on significant history achievement (Local Walk visit)</i></p> <p>Can I use historical sources to find out about Slough in the past? Can I describe some of the scientific achievements made by William and Caroline Herschel? Can I explain how the development of the railway changed life in Slough? Can I explain when and why the Slough Trading Estate was developed in Slough and how it has changed our locality? Can I explain how Slough's past is reflected in the town today?</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<p>Significant event: The Great Fire of London <i>Life in London during the 17th Century and the cause and effects of the Great Fire of London</i></p> <p>Can I describe what life was like in Stuart London? Can I use a variety of sources to find out what started the Great Fire of London? Can I explain what people in London did during the Great Fire and why? Can I explain what we can learn from Samuel Pepys' diary? Can I explain how London changed following the Great Fire and why?</p> <ul style="list-style-type: none"> • Describe historical events. • Show an understanding of the concept of nation and a nation's history. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>Significant Individuals: Explorers <i>The achievements of Ibn Battuta and Tim Peak and the reasons for and effects of their exploration</i></p> <p>Can I explain who explorers are, what they do and why? Can I find out about Ibn Battuta and where and when he lived? Can I explain why Ibn Battuta and his travels were important? Can I find out about the life Tim Peak, a modern-day explorer? Can I compare and contrast the achievements of Ibn Battuta and Tim Peak?</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
<p>Year 3 Growth of Society</p>	<ul style="list-style-type: none"> • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Prehistory - Stone Age to Iron Age <i>How settlements, technology and travel have changed across the late Neolithic, Bronze age and Iron Age</i></p> <p>Can I explain what we can learn about life since the last Ice Age from artefacts we have discovered? Can I explain how life in Britain changed when people began farming? Can I explain how life in Britain changed when metal tools were developed? Can I explain what we can learn from primary and secondary sources about life in the Iron Age? Can I compare what life in Britain was like during the Stone, Bronze and Iron Ages?</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<p>The Roman Empire and its impact on Britain <i>The Roman invasion of Britain, the British resistance and the impact of technology, culture and beliefs in Britain</i></p> <p>Can I explain when the Romans invaded Britain and why? Can I explain why and how the Romans successfully invaded Britain? Can I explain who was living in Britain when the Romans invaded and describe their way of life? Can I explore who Boudica was from different points of view? Can I find out about life in Roman Britain and how the Romans have influenced our lives today?</p> <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<p>Britain's settlement by Anglo-Saxons and Scots <i>Using artifacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</i></p> <p>Can I study the archeological evidence at Sutton Hoo to ask and answer questions? Can I find out who the Anglo-Saxons were and where they came from? Can I use various historical sources to find out about Anglo-Saxon life? Can I explore Anglo-Saxon culture including art, music, legends and poetry? Can I draw conclusions about what has been discovered at Sutton Hoo?</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

<p>Year 4 Learning and Culture</p>	<ul style="list-style-type: none"> • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Earliest Civilizations – Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p><i>The achievements of the earliest civilizations and an in-depth study of Ancient Egypt</i></p> <p>Can I recall information about Ancient Egypt? Can I describe where and when civilisations first began? Can I describe different writing and number systems in early civilisations? Can I describe the technology and buildings of early civilisations? Can I compare and contrast different early civilisations? <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Place events, artefacts and historical figures on a time line using dates. </p>	<p>Early Islamic Civilisation</p> <p><i>The establishment of Baghdad and the contributions that people from other civilisations had on maths, medicine, science and technology</i></p> <p>Can I compare Baghdad and London in 900AD? Can I explain what the House of Learning was and what went on there? Can I explain who Ibn Battuta was and why he was significant? Can I explain the contributions made to modern medicine by Al-Zahrawi? Can I evaluate the surviving evidence of the Islamic Civilisation? <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. </p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p><i>Understanding the Vikings raids and invasion and resistance by Alfred the Great</i></p> <p>Can I explain when and why Vikings invaded Britain? Can I describe how the Viking settlement of Britain affected the Anglo-Saxons? Can I use a variety of sources to find out about the life of King Alfred? Can I explain how and when England became a unified country? Can I describe the main events surrounding the Norman conquest? <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Give a broad overview of life in Britain from ancient until medieval times. • Identify periods of rapid change in history and contrast them with times of relatively little change. </p>
<p>Year 5 Power and Authority</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>Medieval Monarchs and Renaissance Rulers</p> <p><i>Exploring the reality of medieval Monarchs between 1066 – 1603 and studying specific aspects of their lives (John (Magna Carta- local history); Henry II (Beckett and the power of the Church); Henry VIII (reformation)</i></p> <p>Can I explain the causes and consequences of the Battle of Hastings? Can I explain the conflict between the monarchy and the church which led to Thomas Becket’s death? Can I compare King John and King Richard I and justify an opinion about who was the worse monarch? Can I describe the legacy of the reign of Edward I? Can I explain the impact of Henry VIII’s decision to initiate the reformation? <ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. </p>	<p>Elizabethan Times: All banquets and fun? 1558-1603</p> <p><i>Exploring what it was like to live in the Tudor period and Elizabethan Era and how these are linked</i></p> <p>Can I describe some key events from the Elizabethan reign and when they occurred? Can I explain some of the reasons for exploration and trade in the Elizabethan era? Can I explain the causes and consequences of the invasion of the Spanish Armada? Can I describe how life was different for the rich and the poor in Elizabethan England? Can I describe the achievements of Queen Elizabeth and the Elizabethan era? <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. </p>	<p>Was the Victorian era really a ‘golden age’?</p> <p><i>Exploring life in Victorian Britain, making comparisons between the rich and the poor</i></p> <p>(Visit Victorian Schoolroom Reading Museum)</p> <p>Can I explain why the Victorian era was significant? Can I explore what life was like for poor children during the Victorian era? Can I explain the impact Victorian reforms have had on Britain? Can I compare modern and Victorian schooling? Can I investigate how Victorian children spent their leisure time? <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. </p>

<p>Year 6 Social Change Social change</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>What was special about the Greeks and how did they influence the Western world?</p> <p><i>The contribution made by the city states of Ancient Greece and how these influence our lives today</i></p> <p>Can I explain what artefacts tell us about what life was like in Ancient Greece?</p> <p>Can I describe the different types of government in Ancient Greece and compare them to how we are governed today?</p> <p>Can I describe the importance of religion in the everyday life of ancient Greeks?</p> <p>Can I use a variety of sources to find out about schools in Ancient Greece?</p> <p>Can I explain how modern-day life has been influenced by the Ancient Greeks?</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. 	<p>How have the events of WW1 impacted on women and leadership styles?</p> <p><i>Understanding the effects of WW1 on the role of women (work and suffrage)</i></p> <p>Can I explain the causes of World War 1 and show when they occurred on a timeline?</p> <p>Can I use a variety of sources to investigate what life was like on the Western Front?</p> <p>Can I evaluate the reliability of different sources of information during World War 1?</p> <p>Can I explain how and why WW1 ended and the immediate consequences?</p> <p>Can I explain the impact of World War 1 on the role of women in society?</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<p>How have the events of WW2 impacted on the welfare state?</p> <p><i>Understanding the cause and effects of WW2 and how the leadership styles of key individuals has affected leaders today</i></p> <p>Can I explain how and when World War 2 started and why the Blitz was significant?</p> <p>Can I investigate the contribution of commonwealth nations to World War 2?</p> <p>Can I explain the contribution of Slough to the war effort?</p> <p>Can I explain the impact of rationing on people's lives?</p> <p>Can I explain how the events of World War 2 has impacted on the development of the welfare state?</p> <ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Describe changes that have happened in the locality of the school throughout history.
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