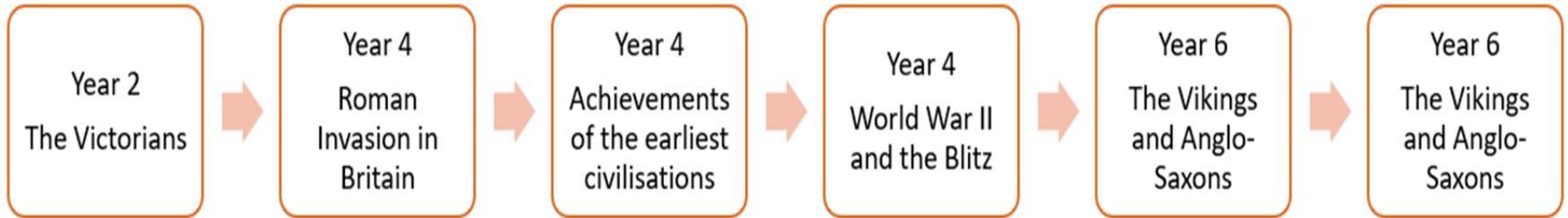




**History**

**Medium Term Planning**

# Key Concept Overview



## Autumn Term

### Fire, Fear and Fury

#### Guy Fawkes

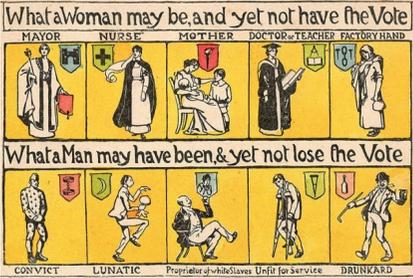
Prior Learning	What does living memory mean? What were the lives of our grandparent like? What does beyond living memory mean? What history did you learn about in the 1900's? What came before the 1900's? What historical people have you learnt about?			
Key Vocabulary	Religion, conflict, equality, government, law, monarchy, parliament, politics			
Overall Objective	<p>I can explain why a historical figure was important and how they changed things.</p> <p>I can describe significant events from beyond living memory and explain cause and consequence.</p>			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and culture</p>  <p>Hierarchy and power</p>  <p>Conflict and disaster</p> 	<p><b>CAUSE AND CONSEQUENCE:</b></p> <p>I can explain why a historical event happened and what happened as a result.</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was.</p> <p><b>SIGNIFICANCE:</b></p> <p>I can explain how historical events and people changed things.</p> <p><b>HISTORICAL ENQUIRY:</b></p> <p>I can research the past using a variety of secondary sources.</p>	<p>Week 3-6</p>	<p>Discuss with the children what they already know about Bonfire Night.</p> <p>Sequence the events that led up to what Guy Fawkes did that makes us burn a 'Guy' on bonfire Night.</p> <p>Discuss with the children the moral factors that influenced Guy Fawkes. Does this make what he planned to do right?</p> <p>What went wrong with the Plot and how do we know?</p> <p>How well did the TV programme explain the Gunpowder Plot?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6</a></p> <p>Is it right to burn 'Guys' on Bonfire Night? PHSE links here.</p>	<p>How did the actions of Guy Fawkes lead to a tradition we continue to celebrate today?</p> <p>Did Guy Fawkes's motives justify his actions?</p>

## Summer term

<b>The Victorians</b>				
Prior Learning	What does living memory mean? What were lives of our grandparent like? What does beyond living memory mean? What history did you learn about in the 1900's? What came before the 1900's? What historical people have you learnt about?			
Key Vocabulary	country, democracy, empire, equality, government, law, monarchy, discovery, progress			
Overall Objective	<p>I can recount and order the life of a famous historical figure</p> <p>I can explain why a historical figure was important and how they changed things</p> <p>I can describe significant events from beyond living memory and explain cause and consequence</p>			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Community and culture  	<b>CHRONOLOGY:</b> I can order events on a timeline from beyond my lifetime  I can sequence events that occurred during a historical period  <b>SIMILARITY AND DIFFERENCE:</b> I can describe change beyond living memory	Weeks 1-2	Queen Victoria  Who was Queen Victoria and when did she reign?  Who was the royal family in the Victorian era?  Children to recall knowledge from year 1 (1900's).  How did she develop Victorian Britain?  <ul style="list-style-type: none"> <li>• Education</li> <li>• British Empire</li> <li>• Industry</li> </ul> Queen Victoria in Hull (Queen Victoria Square!)  Chn should compare an aspect of Victorian culture (schooling/cooking) to modern day, looking at the similarities and differences.	Chn will know:  Who Queen Victoria was and some aspects of Victorian culture.   Chn will be able to:  Compare some aspects of Victorian culture to the present day.

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Exploration and invention</p>  <p>Community and culture</p> 	<p><b>SIGNIFICANCE:</b></p> <p>I can explain how historical events and people changed things</p> <p><b>CAUSE AND CONSEQUENCE:</b></p> <p>I can explain why an important person from history acted the way they did and what the impact of this was</p>	<p>Week 3-5</p>	<p>Florence Nightingale</p> <p>Who was she?</p> <p>What did she do?</p> <ul style="list-style-type: none"> <li>Life/career</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39">https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</a></p> <p><a href="https://www.history.org.uk/primary/resource/4478/florence-nightingale">https://www.history.org.uk/primary/resource/4478/florence-nightingale</a></p> <p>How did Florence help at the Scutari hospital? Chn could use their 5 senses to imagine what the hospital would have been like before FN came.</p> <p>Doctors in Scutari were reluctant to accept any help. Why was this? (It came from a woman)</p> <ul style="list-style-type: none"> <li>Legacy</li> </ul> <p><a href="https://www.history.org.uk/primary/resource/9754/happy-200th-birthday-florence-nightingale">https://www.history.org.uk/primary/resource/9754/happy-200th-birthday-florence-nightingale</a></p>	<p>Chn will know:</p> <p>Who Florence Nightingale was and why she was famous.</p> <p>Chn will be able to:</p> <p>Explain the significance of Florence's actions today and why she is still remembered 200 years later.</p>
<p>Exploration and invention</p> 	<p><b>SIMILARITY AND CHANGE:</b></p> <p>I can describe change beyond living memory</p> <p><b>CONTINUITY AND CHANGE:</b></p> <p>I can identify things that have changed or stayed the same during my life and from times before living memory</p>	<p>Week 6-7</p>	<p>Medicine</p> <p>What was medicine like in the Victorian era?</p> <p>Victorian home remedies: Eat snails for TB, go under a donkey 7 times for whooping cough, crouch over a bowl of milk for diarrhoea, cabbage leaves for a headache, honey for a sore throat</p>	<p>Chn will know:</p> <p>How medicine has changed.</p> <p>Chn will be able to:</p> <p>Compare modern medicine with Victorian medicine and share opinions on which they think is better.</p>

		<p>Explore how germs are spread. We know this because scientists have conducted experiments to test these ideas. This is a good time to play a game around hand washing. Use a UV light and gel to see how easily germs are spread through touch. The Victorians did not know this.</p> <p>Give overview of the miasma theory (they thought disease was caused by pollution).</p> <p>Modern medicine compared to now (discuss pioneers)</p> <p>Example list of pioneers:</p> <p>Joseph Lister – pioneer of the use of antiseptics in surgery</p> <p>Florence Nightingale – pioneer of the profession of Nursing</p> <p>Louis Pasteur – pioneer of germ theory – how germs were spread</p> <p>Elizabeth Garrett Anderson – pioneer who fought to become a female doctor and founded her own hospital</p> <p>William Harvey – pioneer who identified the circulation system</p> <p>Alexander Fleming – pioneer who helped develop antibiotics</p> <p>John Snow – Public Health pioneer who identified the cause of cholera in London</p>	
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Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Hierarchy and power</p> 	<p>CONTINUITY AND CHANGE: I can identify things that have changed or stayed the same during my life and from times before living memory</p> <p>I can describe changes over time in relation to one or more of the 4 key concepts</p> <p>SIGNIFICANCE: I can explain how historical events and people changed things</p> <p>SIMILARITY AND DIFFERENCE: I can describe change beyond living memory</p>	<p>Week 8-9</p>	<p>Who were the Suffragettes?</p> <p><a href="https://www.suffrageresources.org.uk/resources">https://www.suffrageresources.org.uk/resources</a></p> <p>Sophia Duleep</p> <p><a href="https://www.suffrageresources.org.uk/resource/3219/princess-sophia-duleep-singh">https://www.suffrageresources.org.uk/resource/3219/princess-sophia-duleep-singh</a></p> <p>What did they fight for?</p> <p>What was wrong with women not being allowed to vote?</p> 	<p>Chn will know:</p> <p>What a suffragette was and why they are learning about them in Victorian Britain.</p> <p>Chn will be able to:</p> <p>Explain why women fought so fiercely for their rights and equality. As historians, can the chn imagine what Britain might be like now if these women didn't stand up for their beliefs?</p>
<p>Community and culture</p> 	<p>SIGNIFICANCE: I can explain how historical events and people changed things</p>	<p>Week 10</p>	<p>Victorian Women</p> <p>Who were some of the most significant Victorian women and why?</p> <p>What legacy have these women left behind?</p> <p>Who had the biggest impact in their field?</p>	<p>Chn will know:</p> <p>Some significant women during the Victorian era.</p> <p>Chn will be able to:</p> <p>Justify why we should remember these women.</p>