



History

Medium Term Planning

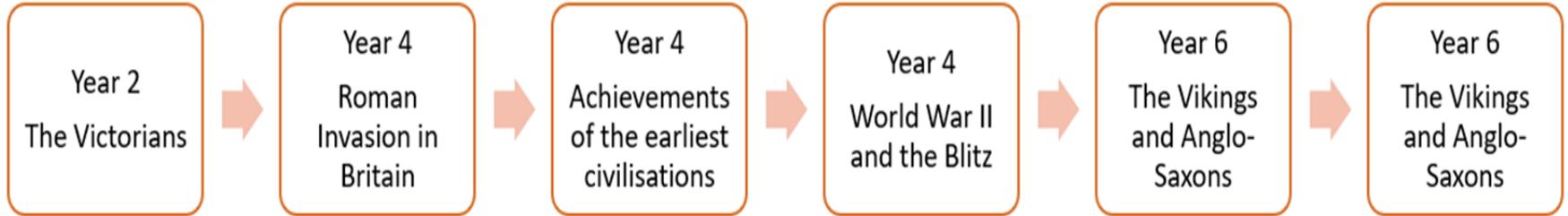
Key Concept Overview



Community & Culture



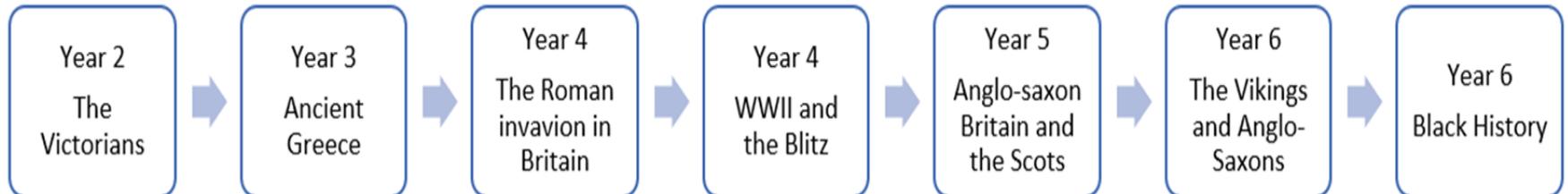
Conflict & Disaster



Exploration & Invention



Hierarchy & Power



Autumn Term

The Greatest Show

Our Local area—Hull Fair

Prior Learning	What does living memory mean? What does beyond living memory mean? Who were the Victorians? When was the Victorian era? What do you know about the history of our local area?			
Key Vocabulary	economy, community, travelling showmen, culture, tradition, evolution, change, development, past			
Overall Objective	I can describe an event from our local area.			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and culture</p> 	<p>CHRONOLOGY: I can place dates and events on a timeline for a historical period.</p> <p>SIMILARITY ANDE DIFFERENCE: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.</p> <p>HISTORICAL ENQUIRY: I can use research skills to find answers to specific historical questions about our locality.</p>	<p>Week 2-3</p>	<p>Timeline of Hull Fair.</p> <p>Present children with a series of photos through the decades at Hull Fair and they must decide where they fit on the timeline.</p> <p>What do the children notice that is different in these photos?</p> <p>http://humbermuseums.com/exhibitions/hull-fair/</p>	<p>Why is Hull Fair a significant event in the city of Hull?</p>

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<p>Community and culture</p> 	<p>CHRONOLOGY: I can place dates and events on a timeline for a historical period.</p> <p>SIMILARITY ANDE DIFFERENCE: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.</p> <p>HISTORICAL ENQUIRY: I can use research skills to find answers to specific historical questions about our locality.</p>	<p>Week 2-3</p>	<p>Timeline of Hull Fair.</p> <p>Present children with a series of photos through the decades at Hull Fair and they must decide where they fit on the timeline.</p> <p>What do the children notice that is different in these photos?</p> <p>http://humbermuseums.com/exhibitions/hull-fair/</p>	<p>Using historical enquiry skills, can you use sources to determine the decades of Hull Fair?</p>
<p>Community and culture</p> 	<p>SIMILARITY ANDE DIFFERENCE: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.</p> <p>HISTORICAL ENQUIRY: I know the difference between primary and secondary sources. I can explore a range of secondary sources and can differentiate between fact and opinion.</p>	<p>Week 6-7</p>	<p>Visiting Hull Fair</p> <p>Comparing the similarities and differences of Hull Fair in the past (to the present day (food, rides, attractions).</p> <p>https://thehullhub.co.uk/the-hull-hub-introduces-george-norris-and-the-history-of-hull-fair/</p> <p>Chn should be allowed to give their opinions based on historical evidence.</p> <p>Which generation has Hull fair changed the most for? Allow the chn to ask questions to find out about how Hull Fair has changed from the point of view of people from different generations.</p> <p>Wider curriculum opportunity: chn speak to older siblings, parents, grandparents and present their findings.</p>	<p>How much has Hull Fair changed through history?</p>

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<p>Community and culture</p> 	<p>SIMILARITY ANDE DIFFERENCE: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.</p> <p>CHRONOLOGY: I can place dates and events on a timeline for a historical period.</p>	<p>Week 8-9</p>	<p>Locations of Hull Fair through the 20th Century- linking to local area (geographical skills)</p> <p>Using the historical locations of Hull Fair, why do you think they chose those locations and why do you think they moved to Walton Street?</p>	<p>Describe how the locations of Hull Fair have changed throughout history.</p>

Spring Term

The Land Before Time

Stone-Iron Age

Prior Learning	What does beyond living memory mean? What is the oldest historical time period you have studied at school? How long ago was it? What is a source? How do sources help us to learn about the past?			
Key Vocabulary	civilisation, communication, settlement, trade, evolution, community culture, discovery, migration, progress, tools, conquest, invasion, war			
Overall Objective	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts) I can explain how we know about life in Stone Age and Iron Age Britain			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Exploration and Invention</p>  <p>Community and Culture</p> 	<p>CHRONOLOGY:</p> <p>I understand the difference between BC, AD, BCE and CE</p> <p>SIMILARITY AND DIFFERENCE:</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity</p> <p>HISTORICAL ENQUIRY:</p> <p>I can explain how historical artefacts can be used to help build up a picture of the past.</p>	<p>Weeks 1-3</p>	<p>Stone Age</p> <p>Who lived in Britain in the Paleolithic 'old' Stone Age? How did they survive? How do we know?</p> <p>If we met an old stone age family what questions would we want to ask them? (Historical Enquiry lessons)</p> <p>In what ways did things change around 4000BC? - Neolithic Stone Age</p> <p>Who were the first farmers?</p> <p>How big a change was it from hunter-gatherers to farming?</p> <p>History KS2: The Story of Britain - BBC Teach</p> <p>Prehistoric England, the Neolithic, Bronze and Iron Ages (historic-uk.com)</p> <p>BBC - History: British Prehistory</p> <p>Cheddar Man is the oldest skeleton found in Britain. What does that tell us about people's lives at the time?</p>	<p>Chn will know:</p> <p>About how people lived in the Paleolithic stone age compared to the Neolithic stone age?</p> <p>Chn will be able to:</p> <p>Using the Cheddar Man example, can your children explain how a recent discovery by archaeologists has changed the way we think about the Stone Age?</p>

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<p>Exploration and Invention</p>  <p>Community and Culture</p> 	<p>CHRONOLOGY:</p> <p>I understand the difference between BC, AD, BCE and CE</p> <p>SIMILARITY AND DIFFERENCE:</p> <p>I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts.</p> <p>CONTINUITY AND CHANGE:</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts.</p> <p>HISTORICAL ENQUIRY:</p> <p>I can explain how historical artefacts can be used to help build up a picture of the past.</p>	<p>Week 4—5</p>	<p>Bronze Age—What was it?</p> <p>How is bronze made?</p> <p>Where does copper and tin come from?</p> <p>How were bronze tools and weapons made?</p> <p>BBC Two - A History of Ancient Britain, Series 1, Age of Bronze - Clips</p> <p>What was life like in the Bronze Age?</p> <p>What is the Beaker Culture?</p> <p>What was life like in the Bronze Age? - BBC Bitesize</p> <p>Wild, local meat and fish; international accessories; the latest household goods and turf roofs: how we lived in Bronze Age Britain Historic England</p> <p>Using historical enquiry skills:</p> <p>What was life like in a Bronze Age village?</p> <p>Must Farm: What was life like in Bronze Age Cambridgeshire? Historic England</p>	<p>Chn will know:</p> <p>How people lived in the bronze age and how this differed to the Stone age.</p> <p>Chn will be able to:</p> <p>Use historical enquiry skills to communicate their understanding of life in Bronze Age Britain.</p>
<p>Exploration and Invention</p>  <p>Community and Culture</p> 	<p>CHRONOLOGY:</p> <p>I understand the difference between BC, AD, BCE and CE</p> <p>SIMILARITY AND DIFFERENCE:</p> <p>I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts.</p> <p>CONTINUITY AND CHANGE:</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts.</p> <p>HISTORICAL ENQUIRY:</p> <p>I can explain how historical artefacts can be used to help build up a picture of the past.</p>	<p>Week 6-7</p>	<p>Iron Age – What was it?</p> <p>Where does iron come from? How is iron made?</p> <p>How Was Iron Made Where Was Iron Found DK Find Out</p> <p>How were iron tools and weapons made?</p> <p>Why did it take so long for iron to reach Britain? (Brought over by Europeans - later referred to as Celts.)</p> <p>What was it used for?</p> <p>Life in Iron Age Britain The Story of Britain BBC Teach - YouTube</p> <p>How did people live in the Iron Age? (clothes, jewellery, housing, fighting, farming)</p> <p>How did Iron Age people live? - BBC Bitesize</p> <p>History KS2: Iron Age Britain (animation) - BBC Teach</p>	<p>Chn will know:</p> <p>How Britain changed from the Bronze –Iron Age</p> <p>Chn will be able to:</p> <p>Explain why the advancement in technology helped improve life in Iron Age Britain.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and Culture</p>  <p>Conflict and disaster</p> 	<p>CHRONOLOGY:</p> <p>I can place dates and events on a timeline for a historical period.</p> <p>CAUSE AND CONSEQUENCE:</p> <p>I can identify and give reasons for historical events and explain the impact.</p> <p>SIGNIFICANCE:</p> <p>I can identify historically significant people and events and their impact.</p>	<p>Week 8-9</p>	<p>The Celts and the Romans</p> <p>How did the Celts live? Who were the Celts?</p> <p>Iron Age hoards - What do these tell us about their lifestyle in Iron Age Britain?</p> <p>List of Iron Age hoards in Great Britain - Wikipedia</p> <p>How did the Romans know what Britain was like in 55BC?</p> <p>What does Julius Caesar's tell us about Britain? Does he make it sound like a good land to add to the Roman Empire? (Use 'Julius Caesar's 'Description of Britain.' (Attached as Word version to be edited as appropriate for your pupils and saved in 'Historical Sources Bank')</p> <p>What happened when the Romans came?</p> <p>Who was Boadicea?</p> <p>Boadicea and Her Daughters Statue, London (britainexpress.com)</p> <p>History KS2: Boudica and The Roman Invasion - BBC Teach</p>	<p>Chn will know:</p> <p>What Celtic Britain was like when the Romans invaded.</p> <p>Chn will be able to:</p> <p>Make any conclusions about how accurate Julius Caesar's description of Britain was?</p>

Summer Term

Games, Gods and Greeks

Ancient Greece

Prior Learning	What does BCE and AD mean? How long ago was the Iron Age? What is a secondary source? How can we use secondary sources? What different cultures have you learnt about? How were they different from our modern day community? How do these communities fit into a chronological timeline?			
Key Vocabulary	architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, story, trade, discovery, migration, navigation, progress, tools, country, democracy, empire, equality, government, politics, poverty, slavery			
Overall Objective	I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts) I can give an overview of Ancient Greek culture and history.			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Comm  culture	<p>CHRONOLOGY:</p> <p>I understand the difference between BC, AD, BCE and CE</p> <p>I can place dates and events on a timeline for a historical period</p>	Week 1—2	<p>Who were the Ancient Greeks?</p> <p>Ask the children to locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied and will study. Also use this to get across the longevity of Ancient Greece and then focus in on the period known as the 'Classical Golden Age', - 500BC to 323BC which marked the height of Ancient Greek civilisation and power. Discuss or recap BC and AD.</p>	<p>The chn will know:</p> <p>Who the Ancient Greeks were.</p> <p>Chn will be able to:</p> <p>How this ancient civilisation fits into the broader chronological framework they are studying in key stage 2.</p>

<p>Community and Culture</p> 	<p>SIMILARITY AND DIFFERENCE:</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity</p> <p>I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts</p> <p>HISTORICAL ENQUIRY:</p> <p>I can present the information I have learnt in a variety of ways</p> <p>I can use research skills to find answers to specific historical questions about our locality.</p>	<p>Week 3-4</p>	<p>Locate the city states of Athens and Sparta. Tell the children that these two city states had their own laws, money, rulers, and were rivals. In small groups , ask them to carry out research into the similarities and differences between the two city states – and report back their findings under the following suggested headings: how they were ruled; the lives of men, women and children, warfare, slaves, culture, religion.</p> <p>What was life like for people living in these city-states in Ancient Greece.</p> <p>Discuss some of the key terminology that emerges from this activity e.g. democracy, civilisation, culture, laws, justice.</p>	<p>Chn will know:</p> <p>What Athens and Sparta were.</p> <p>They will be able to:</p> <p>Present their findings as historians and determine how we can tell the accuracy of information on the internet.</p> <p>Compare the lifestyle of people living in these Ancient Greek city-states with modern day living.</p>
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<p>Community and culture</p> 	<p>HISTORICAL ENQUIRY:</p> <p>I can present the information I have learnt in a variety of ways</p> <p>I can use research skills to find answers to specific historical questions about our locality.</p> <p>I know the difference between primary and secondary sources.</p> <p>I can explain how historical artefacts can be used to help build up a picture of the past.</p>	<p>Week 5-6</p>	<p>Historical enquiry</p> <p>How do we know about Ancient Greece?</p> <p>What do artefacts tell us about what life was like in Ancient Greece?</p> <p>This activity will enable the children to engage with a variety of sources to develop their skills of historical enquiry.</p> <p>Provide the children with photographs of pottery, temples, theatres (Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens) and statues. These should show different aspects of Ancient Greek life including soldiers, ships, gods and goddesses, rulers, writing, everyday life. Follow 'Historical Enquiry' teaching sequence for these lessons. Teaching questions could include: Were the Ancient Greek fighters powerful? How were their boats built for attacking enemy boats? How was religion in Ancient Greece different to Christianity or other religions? How can we tell that a particular ruler was so important? What can we learn about everyday life?</p>	<p>Chn will know:</p> <p>That we can use artefacts to learn about a culture.</p> <p>Chn will be able to:</p> <p>Infer information from artefacts/buildings about what life was like in Ancient Greece.</p>
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<p>Hierarchy and power</p>  <p>Exploration and invention</p> 	<p>SIGNIFICANCE:</p> <p>I can identify historically significant people and events and their impact.</p>	<p>Week 7-8</p>	<p>What do we know about the achievements of Alexander the Great?</p> <p>Read the story of Alexander the Great to the class.</p> <p>Who was Alexander the Great? What were his great achievements? Why was he so significant in Ancient Greek culture?</p> <p>Provide the pupils with a copy of the story along with a map of the Ancient Greek empire and images of Alexander the Great from Ancient Greek statues, friezes, and pottery. Ask the pupils in pairs to use these sources to identify and record the main achievements of Alexander the Great, put them in the correct chronological sequence, and then to select what they believe to be his most important achievements and provide some reasons. Get each pair to design a plaque for a statue of Alexander the Great which includes what they believe to be his most important achievements.</p> <p>To finish get each pair to share with the rest of the class what they have chosen for their plaques. The class could then vote on which they think were the most important reasons.</p> <p>What sources would you include in a museum display on the life and achievements of the Ancient</p>	<p>Chn will know:</p> <p>What Alexander the Great's achievements were.</p> <p>Chn will be able to:</p> <p>Use different sources to identify the most important achievements of Alexander the Great giving reasons why they think this.</p>
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<p>Community and Culture</p>  <p>Exploration and Invention</p> 	<p>CAUSE AND CONSEQUENCE:</p> <p>I can identify and give reasons for historical events and explain the impact</p> <p>I can explain how a historical event impacted on at least one of the 4 key concepts</p>	<p>Week 9-10</p>	<p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p>What did the Greeks do for us? - KS2 History - BBC Bitesize</p> <p>https://www.bbc.co.uk/bitesize/clips/z9kmhv4</p> <p>How did the Greeks help us to develop medicines, philosophy and science?</p> <p>What can we learn from our language about Ancient Greece?</p> <p>What do some of our buildings tell us about how we view Ancient Greece today?</p> <p>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</p> <p>How have the Olympic Games changed since they were first held in Ancient Greece?</p> <p>Final activity: Which is the most important legacy of the Ancient Greeks?</p>	<p>Chn will know:</p> <p>How our culture today has been impacted by the Ancient Greeks.</p> <p>Chn will be able to:</p> <p>Justify which are the most significant</p>
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