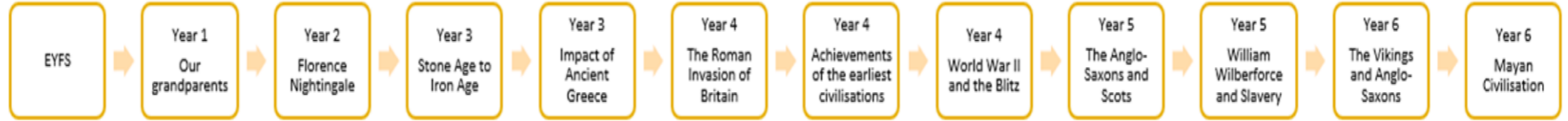




History

Medium Term Planning



Key Concept Overview










Autumn Term



When the Bomb Drops.

World War II

Prior Learning	What do we know about the history of our local area? What key historical figures have you learnt about already? What is living memory? What history do you know about within living memory? What is a government? What conflict have you learnt about in history?			
Key Vocabulary	conquest, liberation, occupation, military, peace, surrender, treaty, war, Blitz, government, dictator, country, democracy, empire, equality, government, oppression, parliament, politics			
Overall Objective	<p>I can research and complete a study about significant historical events from our local area.</p> <p>I can explain how events from our local area had an impact beyond our region (relating to the key concepts).</p>			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Conflict and disaster</p>  <p>Hierarchy and power</p> 	<p>CHRONOLOGY: I can place dates and events on a timeline for a historical period.</p> <p>CAUSES AND CONSEQUENCE: I can identify and give reasons for historical events and explain the impact. I can explain how a historical event impacted on at least one of the 4 key concepts.</p> <p>SIGNIFICANCE: I can identify historically significant people and events and their impact.</p>	Weeks 1-2	<p>Timeline of events.</p> <p>Sequence key events from the war on a timeline.</p> <p>Discuss leadership of the allies and axis powers.</p> <p>What caused the war?</p> <p>https://www.ichistory.com/uploads/1/0/2/9/10290322/causes_and_timeline_ww2_2016.pdf</p> <p>Discuss the subsequent impacts from the war (casualties, French and British empires ruined, America and Russia superpower and the Cold War, threat of atomic war, Germany divided, United Nations declared). Are they for better or worse?</p>	<p>Chn will know:</p> <p>Why WWII a significant event.</p> <p>Chn will be able to :</p> <p>Explain why WWII should be remembered as a significant event.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and culture</p>  <p>Conflict and disaster</p> 	<p>CAUSES 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 (community and culture)</p> <p>SIGNIFICANCE:</p> <p>I can identify historically significant people and events and their impact.</p> <p>HISTORICAL ENQUIRY:</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.</p>	<p>Weeks 3-4</p>	<p>Evacuation</p> <p>What was evacuation?</p> <p>Discuss with the children why it happened and where the children went.</p> <p>Which areas of the country had the most evacuation?</p> <p>Look at evidence/primary sources of children who were evacuated.</p>	<p>Chn will know:</p> <p>What evacuation is.</p> <p>CHn will be able to:</p> <p>Explain how much children's lives during the war were impacted.</p>
		<p>Weeks 5-6</p>		
<p>Community and culture</p>  <p>Conflict and disaster</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>SIGNIFICANCE:</p> <p>I can identify historically significant people and events and their impact.</p>	<p>Weeks 7-8</p>	<p>The Blitz</p> <p>When was the Blitz? Starting on Black Sunday (7th September 1940)</p> <p>What was the Blitz and what is the origin of the name?</p> <p>Timeline of significant events during the Blitz. Where else in the country was affected by the Blitz?</p> <p>How did the country protect themselves during the Blitz?</p>	<p>Chn will know:</p> <p>What the Blitz was.</p> <p>Chn will be able to:</p> <p>Explain why the Blitz was used during the War against Britain and how much people's lives change during the Blitz and why.</p>



Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Hierarchy and power</p> 	<p>HISTORICAL ENQUIRY:</p> <p>I can research the past using a variety of secondary sources.</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.</p>		<p>What was the 'Blitz Spirit'? (PHSE link) Was it a good idea?</p> <p>What was it like for children in the Blitz? https://www.youtube.com/watch?v=4idj7f16OZg</p> <p>(Potentially visit Air raid shelter in Barton-Upon Humber)</p>	
<p>Community and culture</p> <p>Conflict and disaster</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>HISTORICAL ENQUIRY:</p> <p>I can use research skills to find answers to specific historical questions about our locality.</p>	<p>Week 9-10</p>	<p>The War in Hull</p> <p>Discuss with the children why Hull was targeted.</p> <p>Why was it referred to as 'A North-East Coastal Town'?</p> <p>What was life like in Hull during the War? Compare the London Blitz to the Hull Blitz.</p> <p>Look at historical sources of the damage inflicted on Hull.</p> <p>Look at diary entry of Hull school girl. Can the children imagine what it must have been like for them?</p> <p>Link in evacuation from Hull Paragon Station.</p> <p>https://www.mylearning.org/stories/the-hull-blitz/225</p> <p>How has Hull recovered from the war? (The Abercrombie Plan.)</p>	<p>Chn will know:</p> <p>What happened to Hull during WWII and why.</p> <p>Chn will be able to:</p> <p>Identify how Hull was affected by WWII and the lasting consequences of the war.</p>



Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and culture</p>  <p>Conflict and disaster</p> 	<p>SIGNIFICANCE: I can identify historically significant people and events and their impact.</p> <p>SIMILATITY AND DIFFERENCE: 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>Weeks 11</p>	<p>Week 11: War time cooking (D&T)</p> <p>What was rationing? Why was it needed?</p> <p>Look at the chronology of rationing and why it did not end straight after the war.</p> <p>Look at the woman's role in cooking/homelife.</p> <p>Make food using rationing measurements and compare to modern cooking.</p>	<p>Chn will know: What rationing was and why it was used during the war.</p> <p>Chn will be able to: Explain why rationing was seen as a necessity and what the benefits of rationing were.</p>

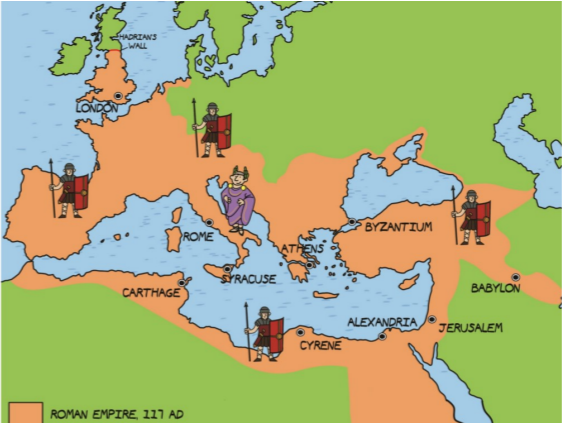

Spring Term



Fiery Friends and Hot Hazards



Romans

Fiery Friends and Hot Hazards Romans				
Prior Learning	What was Britain like in the Iron Age? What did the Celts do when Rome invaded? Which historical figures did you learn about during the Celtic iron age? What conflict took place in Britain during the iron age? What do we know about another ancient European culture?			
Key Vocabulary	country, democracy, empire, government, law, parliament, politics, conquest, liberation, occupation, military, peace, surrender, treaty, war, architecture, art, civilisation, communication, myth, nation, religion, settlement, story, trade, discovery, navigation, progress			
Overall Objective	I can give an overview of the Roman Empire by 42AD and the power of its army. I can explain the impact of the Roman invasion and settlement (relating to the key concepts)			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Hierarchy and power  Conflict and disaster 	CHRONOLOGY: I understand the difference between BC, AD, BCE and CE. I can place dates and events on a timeline for a historical period. CAUSE AND CONSEQUENCE: I can explain how a historical event impacted on at least one of the 4 key concepts. SIGNIFICANCE: I can identify historically significant people and events and their impact.	Week 1-2	What are the origins of Rome? (753BC Romulus and Remus sons of Mars and Rhea Silvia) - Prior learning link with Ancient Greece. Who were the 6 Kings? (While Romulus and the six succeeding rulers were called "kings", they did not inherit the title but were elected. They answered to an elected Senate.) What was the last king like as a leader? (Tarquin the Proud was an evil ruler and the people rebelled. After, Rome was ruled by the great families (patricians). Use this to discuss when/why Rome then became a republic? What was Rome like as a republic (representative democracy)? https://rome.mrdonn.org/senate.html What was Rome like ruled with a monarch? What was Rome like ruled as a republic?	Chn will know: That leadership in Ancient Rome changed from being ruled by kings, to a republic to an empire. (Chn do not need to know exact dates) Chn will be able to: Link early mythical beliefs of Mars to Ancient Greeks. Explain the differences in leadership within early Ancient Rome. Debate whether they think it was better to have 1 leader or a republic?



Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Hierarchy and power</p>  <p>Conflict and disaster</p> 	<p>CHRONOLOGY: I can place dates and events on a timeline for a historical period.</p> <p>CAUSE AND CONSEQUENCE: I can explain how a historical event impacted on at least one of the 4 key concepts.</p> <p>SIGNIFICANCE: I can identify historically significant people and events and their impact.</p>	<p>Week 3-4</p>	<p>Who was Julius Caesar? 100 BCE to 44 BC - prior learning link Yr 3</p> <p>He conquered the vast region of Gaul (Celtic peoples from continental Europe) and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.</p> <p>The Gallic Wars: to expand the Roman Empire.</p> <p>Caesar, was the commander of the Roman legions (prior learning link with lesson). The Romans also wanted to protect their own borders so the Gauls could not attack Rome. Caesar had his own motives. An opportunity to make himself more powerful and he had lots of money problems in Rome. He defeated all his enemies and was able to expand the Roman Empire all the way to the North Sea and became very wealthy (important because the North Sea is on the doorstep of Britain).</p> <p>Julius Caesar's attempted invasion in 55-54 BC.</p> <p>In 50 BCE, Julius Caesar is ordered by the Senate (prior learning link) to return to Rome and disband his army. He was scared that when he returns to Rome, his enemies will prosecute or accuse him of a crime and he will have to go to prison. He decides to do as he will return to Rome, but he will bring his army with him. He takes his army to the Rubicon. A civil war breaks out. Once he has defeated his enemies, he makes himself the dictator of Rome.</p> <p>This is a big change in Roman history, it was a republic. He is assassinated in 44 BC by some senators who were very upset at how much power and influence he had.</p> <p>What difference in leadership did Rome suffer when Julius Caesar ruled as a dictator?</p>	<p>Chn will know:</p> <p>Who Julius Caesar was and how he played an important role in the leadership of Ancient Rome.</p> <p>Chn will be able to:</p> <p>Explain the impacts of Julius Caesar's leadership on Ancient Rome's empire.</p> <p>Explain how the expansion of the Roman Empire due to Julius Caesar to the North Sea subsequently impacted the invasions in Britain.</p>




Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Hierarchy and Power</p> 	<p>CASUE 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>SIGNIFICANCE:</p> <p>I can identify historically significant people and events and their impact</p>	<p>Week 5-6</p>	<p>How did Rome become an Empire?</p> <p>Rome began to expand a lot when it became a republic. Using an army to take over new areas, because the Roman army was very well trained and very well organised.</p> <p>What made the Roman Armies so good?</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</p> <p>What was life like for a Roman soldier?</p> <p>https://www.romanobritain.org/8-military/mil_soldiers_life.php</p> <p>Where did the empire expand to?</p> 	<p>Chn will know:</p> <p>That Roman leaders used their armies to expand their empire by conquering new territories.</p> <p>Chn will be able to:</p> <p>Explain why the Roman armies were so successful and how life must have been in a Roman Army.</p> <p>Understand the expanse of the Roman Empire.</p>
<p>Community and Culture</p> 	<p>HISTORICAL ENQUIRY:</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.</p> <p>I can present the information I have learnt in a variety of ways</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>Week 7-8</p>	<p>Roman Culture</p> <p>What was life like in Ancient Rome?</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg</p> <p>What was life like for: men, women, children, slaves and the different classes?</p>	<p>Chn will know:</p> <p>How the Romans lived.</p> <p>Chn will be able to:</p> <p>Compare the lifestyles of the Romans and make judgments on the equality of life as a Roman. They will be able to compare this to our lifestyle.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Conflict and disaster</p> 	<p>CHRONOLOGY: I can place dates and events on a timeline for a historical period.</p> <p>CAUSE AND CONSEQUENCE: I can explain how a historical event impacted on at least one of the 4 key concepts.</p> <p>SIGNIFICANCE: I can identify historically significant people and events and their impact.</p>	<p>Week 9</p>	<p>When did the Romans invade Britain and why?</p> <p>Why were the first 2 attempts unsuccessful? (Julius Caesar and Caligula)</p> <p>Why was Claudius successful (AD43)?</p> <p>How the Romans conquered Britain - BBC Bitesize</p> <p>What attracted the Romans to invade Britain? Prior learning link with Year 3</p>	<p>Chn will know: When the Romans invaded Britain.</p> <p>Chn will be able to: Explain how the conquest of Britain by the Romans was not easy . (Chn need to be able to refer to prior knowledge of Roman Armies and leadership)</p>
<p>Conflict and disaster</p> 	<p>CAUSE AND CONSEQUENCE: 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>CONTINUITY AND CHANGE: I can explain the links between significant events</p>	<p>Week 10</p>	<p>How did British resistance against the Romans result in the need for them to build forts in this country?</p> <p>Study: Caratacus and the Welsh tribes or Boudica and the Iceni (prior learning)</p> <p>Why did the Romans build Hadrian's Wall in the north of England?</p> <p>Study: Birdoswald Fort on Hadrian's Wall. https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/birdoswald_roman_fort_timeline_ks2-ks3.pdf</p> <p>https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/birdoswald_roman_fort_teachers_resource_pack_ks2-ks3-updated.pdf</p> <p>What was life like in a Roman Fort?</p> <p>https://www.bbc.co.uk/bitesize/clips/zhq76sg</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</p> <p>What are the advantages and disadvantages of this site for the wall? – e.g. clear views/lack of access to water. How many soldiers could live here? Measure a soldier's room – how could four men have fitted in this room with their equipment? Bunk beds? Why did a village grow up outside the fort? What evidence did the artist use? Using an artist's impression of part of the site find the place where the artist stood. Investigate what evidence the artist used to base their impression on.</p> <p>Optional coverage: Scotland</p> <p>https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zxv6pv4</p>	<p>Chn will know: What Roman forts were and what they were used for.</p> <p>Chn will be able to: Use historical enquiry skills to explain what life would have been like in a Roman fort. Produce their own artistic impression of Birdoswald Fort using historical sources.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Exploration and Invention</p>  <p>Community and Culture</p> 	<p>HISTORICAL ENQUIRY: I can explain how historical artefacts can be used to help build up a picture of the past.</p> <p>CAUSE AND CONSEQUENCE: I can explain how a historical event impacted on at least one of the 4 key concepts</p>	<p>Week 11</p>	<p>Romanisation of Britain</p> <p>How did the Romans change Britain?</p> <p>Look at sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</p> <ul style="list-style-type: none"> • Towns • Baths • Canals/aqueducts/drainage • Religion • Reading and writing <p>What would we not have if it were not for the Romans?</p> <p>How might life in Britain be different now if the Romans never invaded Britain?</p>	<p>Chn will know:</p> <p>How the Romans changed out culture.</p> <p>Chn will be able to:</p> <p>Explain the impacts of the Roman invasion on Britain and its lasting effects on our culture today.</p>

Summer Term

A Journey Through Time Ancient Civilisations (Roman, Greek and Egyptian)				
Prior Learning	What European civilisations have you learnt about in school? How did they live? When did they live? How are they connected? Which civilisations were close together? What is the oldest civilisation that you know about?			
Key Vocabulary	architecture, art, civilisation, communication, myth, nation, religion, settlement, story, trade , discovery, migration, navigation, progress, tools, culture, legacy, contrast			
Overall Objective	<p style="text-align: center;">I can give an in-depth overview of the achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts)</p> <p style="text-align: center;">I understand that Ancient Roman, Greek and Egyptian cultures were all linked and place these civilisations on a timeline.</p>			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
Community and culture: 	CHRONOLOGY: I understand the difference between BC, AD, BCE and CE I can place dates and events on a timeline for a historical period	Week 1	When was Ancient Egypt? What else was happening in the world at the time of the Ancient Egyptians? https://www.bbc.co.uk/bitesize/topics/zg87xnb Chn will need to understand where Ancient Egypt fits in with other KS2 content and the overlapping of timelines. Stone-Iron Age: 9500BC-43AD Romans: 43AD-409AD Ancient Greece: 1200BC-323BC Ancient Maya: 2600BC-990BC	Chn will know: When Ancient Egypt was. Chn will be able to: Explain how Ancient Egypt fits chronologically within their learning of other time periods and see how certain cultures and civilisations were overlapping.
Community and culture: 	HISTORICAL ENQUIRY: I can present the information I have learnt in a variety of ways I can use research skills to find answers to specific historical questions about our locality. I know the difference between primary and secondary sources. I can explain how historical artefacts can be used to help build up a picture of the past.	Week 2:	Historical enquiry—Prior learning (Ancient Greece) How do we know about Ancient Egypt? What do artefacts tell us about what life was like in Ancient Egypt? Provide the children with photographs of artefacts. These should show different aspects of Ancient Egyptian life including pharaohs, gods and goddesses, writing, everyday life. Follow ‘Historical Enquiry’ teaching sequence for these lessons. The chn can compare with historical enquiry done in Year 3 on the Ancient Greeks.	Chn will know: How we can use artefacts to learn about a culture. Chn will be able to: Infer information from artefacts/ buildings about what life was like in Ancient Egypt using their understand on the Ancient Greeks.

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
<p>Community and culture:</p>  <p>Hierarchy and power:</p>  <p>Exploration and invention:</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>Week 3-6</p>	<p>Who were the Ancient Egyptians?</p> <p>Look at the culture of Ancient Egypt: lifestyle, religion, government etc..</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs/</p> <p>Compare the similarities and difference between lifestyle, religion and government of the Romans, Greeks and Egyptians.</p> <p>What does Alexander the Great have to do with Ancient Egypt? (Prior learning—year 3). Do the chn think that an exchange of culture may have resulted in similarities? Did this change the culture in Ancient Egypt, how?</p> <p>As historians can the chn choose which lifestyle they think was easiest/hardest/most like ours and justify their reasoning.</p> <p>What has been left behind from all of these cultures? Which is the most significant?</p>	<p>Chn will know:</p> <p>Who the Ancient Egyptians were.</p> <p>Chn will be able to:</p> <p>Compare and contrast the ancient cultures of Rome, Greece and Egypt.</p>