

History medium term planning

The History Curriculum at The Pines:

At The Pines, we follow the National Curriculum, differentiated to the needs of our children. Our History curriculum aims to help all children to gain knowledge and understanding of Britain's past and that of the wider world. It aims to inspire pupils' curiosity to know more about their past and the past of others. The curriculum aims to equip children to be able to ask questions, think critically, and develop perspective and judgement. Our curriculum helps children to understand their own lives and the lives and identity of others. We explore and understand the process of change, the diversity of societies and relationships between different groups.

Skills and Knowledge to be found within the Geography Skills Ladder.



Intent – Our curriculum ensures children understand that history is all around us; in our unique families and in the cultures and traditions and in our local and wider communities. Exploring history develops children's curiosity about their past, Britain's past and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. Teachers use history planning to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

Implementation – Our curriculum is shaped by our school vision which aims to enable all children to flourish and become the best they can possibly be. We teach the National Curriculum, differentiated to the needs of the children. Teachers are supported by clear skills and knowledge progression documents which ensures that skills and knowledge are built on year on year and sequenced appropriately. It is important that the children develop progressive skills and do not just learn a series of independent facts about the past. We provide a variety of curriculum enrichment experiences linked to the topics covered, for each year group. This enables our children to experience a rich variety of 'hands-on' learning in lessons. The curriculum aims to support children to develop historical skills which will help them in their adult life, such as conducting research, exploring evidence, reaching conclusions and put across their points of view.

The key aim of the Early Years curriculum is to provide high quality play with planning based on themes allowing pupils a holistic approach to learning. Planning for the specific area of understanding the world aims to guide the pupils to make sense of their physical world and community. Within the continuous provision (activities provided throughout the day indoors and out) children have the opportunity to increase their knowledge of people and communities by listening to a broad range of stories, non-fiction books and poems and rhymes as well as visiting local libraries, meeting important members of society such as police officers, paramedics and identifying similarities and differences within our families. Pupils will have the opportunity to foster an understanding of our diverse world by, engaging with play that is child led, play which is sensitively supported and extended by adults and play that is guided towards specific educational outcomes.

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Impact - Our aim is for our history curriculum to support children to develop independent thinking skills, who are excited and inspired by the past. We want our children to be able to use a wide range of historical sources to ask and answer questions about the past. Our curriculum enables children to develop a chronological understanding of British history from the Stone Age to the present day. They will have had opportunities to draw comparisons with the historical eras that they study. Children will have an understanding and perspective about our locality and the events that have shaped the area in which we live. We measure the impact of our History curriculum through monitoring work, listening to the children's attitudes about history through pupil voice, by taking learning walks/ book looks and analysis of the history skills ladders.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Colours everywhere	Out and about	Growing up	On the farm	At the seaside
Cycle 1	Toys from the past	Come and Play	Homes from the past	Home Sweet Home	Healthcare	People who help us
Cycle 2	Pirates	Splish, Splash, Spolsh	Historical Buildings	Our Local Area	Transport around the UK	Summer Journeys
Cycle 3	Anglo Saxons	Once upon a Time	The Stone Age	On The Farm	Ancient Egypt	All About the Body
Cycle 4	The Romans	The Great Outdoors	Marvellous Machines	Transport around the world	Roald Dahl	Significant People
Cycle 5	Come Dine With Me	The Victorians	Beautiful Britain	Vikings	Fighting Fit	Significant People from the UK
Cycle 6	Explores	Ancient Greece	Chocolate	The Mayans	My Body	Inventions
Cycle 7	Local History Study	Elizabethan Era	Anglo Saxons	Medieval England	The Roman Empire	Local History Study- Cadburys
Cycle 8	Vikings	The Industrial Revolution	Greek Civilisation	World War 1	Change In the USA	Ancient Egyptian Civilisation
Cycle 9	Great People who have influenced the world	Travel Industry and The British Empire	Crime and Punishment	World War 2	The Tudors	Local History Study

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Cycle 1 Autumn Term – Toys from the Past		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry: Changes within living memory – Toys. Introducing the language of change; old, new, picture, object. Use images and artefacts.</p>	<p>Chronology, language of history and historical enquiry: Changes within living memory – Toys. Introducing the language of change; old, new Use images and artefacts that are personal to the child.</p>	<p>Chronology, language of history and historical enquiry: Changes within living memory – Toys. Identify and confirm the function of toys from the past.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Look at toys from the past and compare to current toys. - Look at toys from the children’s past and compare to toys they play with now. - Discuss reasons why toys may look different to toys now. - Look at adverts from toys from the past and compare to new adverts. - Find out where toys were purchased in the past and compare to now. - Create a catalogue of toys from the past and from the present day. 	<ul style="list-style-type: none"> - Compare pictures of old and new toys and sort - Ask parents to send photos of children with different toys/tell you toys they used to have and explore with the child. - Share games from home together - Show and tell – show their favourite toy to the class. - Use artefacts and decide if they are old/new 	<ul style="list-style-type: none"> - Explore toys from the past - Label toys from the past - Create a toy museum display showcasing old toys - decorate shoe boxes to place them in. - Sharing games from the past – pick up sticks, dominos, yo-yo’s, skipping ropes, spinning tops. - Create a parachute toy and test them. - Make paper aeroplanes and have a race.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
old, new, picture, object.	old, new, toy	Toys, old

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Cycle 1 Spring Term - Homes from The Past

M - Pathway	ME - Pathway	E - Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Changes within living memory – Homes and items within our homes. Use the language of change and time; then, now, past, long ago, before I was born, after. Use images and artefacts to describe homes and objects within them.</p>	<p>Chronology, language of history and historical enquiry Changes within living memory – Homes and items within our homes. Use the language of change and time; then, now, before I was born. Use images to describe homes and objects within them.</p>	<p>Chronology, language of history and historical enquiry Changes within living memory – Homes and items within our homes. Link the passage of time with a variety of indicators; home time, mealtime, weekends.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Compare old and new items from the home e.g. kettles, vacuums - Look at items in the home we have now but didn't in the past, think about what they used e.g. washing clothes. - Look at photographs of homes in the past – how were they different to now – e.g. fireplaces, conservatories etc. - Create a timeline of homes - Look at photographs of homes in the past and discuss why they had certain features – thatched roof. - Educational visit <ul style="list-style-type: none"> - Find old photographs of homes in Birmingham and visit them on the mini bus - Find old photographs of homes in Erdington and walk to visit them. 	<ul style="list-style-type: none"> - Explore items from the past and present together e.g. kettles - Spot the difference – Past and present household items - Sorting past and present household items - Sorting pictures of houses into then and now - Put the items from the past in the correct room on a picture or using a dolls house - Label the items in a room from the past. - Guess what the household item from the past is. - Jigsaw puzzles of homes in the past - Jigsaw puzzles of household items in the past - Educational visit <ul style="list-style-type: none"> - Find old photographs of homes in Birmingham and visit them on the mini bus - Find old photographs of homes in Erdington and walk to visit them. 	<ul style="list-style-type: none"> - Explore items from our homes – link to life skills - Ask parents to send pictures/details of what the child did at the weekend/ in the holidays and look at symbols/pictures together - Make a sensory plate of what they ate for lunch/dinner/breakfast - e.g. paper plate, wool for spaghetti, painted bubble wrap for pea/beans, wooden sticks for chips etc - Order the routine for hometime/dinnertime/playtime - Focus on now and next boards... x has finished, now it's time to... - Find the hidden household items in the sensory materials and match to a bingo board. - Educational visit <ul style="list-style-type: none"> - Visit a home shop to identify familiar items from the home.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
then, now, past, long ago, before I was born, after.	then, now, before I was born.	now, morning, afternoon, evening, yesterday, today, tomorrow.

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Cycle 1 Summer Term Healthcare

M - Pathway	M/E - Pathway	E- Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Introduce change. Make some distinctions about how healthcare in the past is different from today.</p> <p>Significant individuals in history Mary Seacole and Florence Nightingale. Explore their lives and key events in their life. Explore ways how they have shaped modern life.</p>	<p>Chronology, language of history and historical enquiry Introduce change. Identify some ways in which healthcare in the past is different from today.</p> <p>Significant individuals in history Mary Seacole and Florence Nightingale. Explore how medicine and health care are different today compared to the Victorian era.</p>	<p>Chronology, language of history and historical enquiry Change. Begin to recognise themselves and other people from pictures of the recent past.</p> <p>Significant individuals in history Mary Seacole and Florence Nightingale. Explore how medicine and health care are different today compared to the Victorian era.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Look at images from hospitals in the past and compare to current pictures - Look at treatments we have now for illness that they didn't have before - Look at advances in technology and how it has helped improve healthcare - Learn about Mary Seacole/ Florence Nightingale and produce a fact file/powerpoint presentation about her - Learn about Mary Seacole/Florence Nightingale and write her a letter - Choose children to Hot seat as Mary Seacole/ Florence Nightingale - What questions would we like to ask Mary Seacole/ Florence Nightingale if she were here? Children to prepare interview questions. - Look at record of achievements and identify key achievements - Learn about the Crimean War and the role Mary Seacole/ Florence Nightingale played. - Compare the role of Mary Seacole and Florence Nightingale 	<ul style="list-style-type: none"> - Look at images of Victorian hospitals and use/match some key language to describe. - Learn basic facts about the Crimean war and how Mary Seacole and Florence Nightingale helped. - Role play being a nurse - Set up a role play area in the classroom (hospital, nurses office) - Explore medicine used in the Victorian era and compare to today's medicine - Explore technology used in healthcare today compared to Victorian era. - Look at books linked to Mary Seacole and Florence Nightingale - Create art work based around portraits of Mary and Florence 	<ul style="list-style-type: none"> - Look at pictures from record of achievement and identify themselves and familiar people - Matching nurse symbols to pictures of famous nurses - Dressing up in healthcare clothes - Explore pictures of medicine and healthcare from the Victorian era in sensory materials - Ask family to send in a variety of family photographs to identify familiar family members. - Make collages using parts of Mary Seacole/ Florence Nightingale - Sensory mark making on top of laminated photographs of Mary and Florence - Explore pictures of Victorian hospitals in sensory materials

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Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Change, Mary Seacole, Florence Nightingale, Crimean War, hospital, healthcare, treatment, technology, achievement	Change, Mary Seacole, Florence Nightingale, hospital, healthcare, Victorian	Mary Seacole, Florence Nightingale, hospital, me, names of people from the past

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Cycle 2 Autumn Term - Pirates

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Introduce Similarity and difference. Identify the ways food and travel today are similar and different compared to the lives of people from past</p> <p>Significant individuals in history Blackbeard (Edward Teach), Ann Bonney, Mary Read Explore and begin to order key events in their lives.</p>	<p>Chronology, language of history and historical enquiry Introduce differences. Identify the ways travel today are similar and different compared to the lives of people from the past.</p> <p>Significant individuals in history Blackbeard (Edward Teach), Ann Bonney, Mary Read Explore key aspects of how their lives are different to our own.</p>	<p>Chronology, language of history and historical enquiry Differences Begin to show an interest in the lives of others.</p> <p>Significant individuals in history Blackbeard (Edward Teach) Explore and recognise some of the artefacts pirate might use</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Cooking recipes from the past - Compare recipe similarities and difference of food from the past and present. - Create a recipe book of old and new recipes - Recreate an old recipe by giving it a modern twist - Explore how people used to travel to different places and compare it to travel in the present day. - Learn about the significant individuals and key events in their lives. Begin to order them by date. - Explore creating a timeline of key events - Role play key events from significant individuals lives. - Create a fact file on significant individuals - Go on a treasure hunt to find out facts about significant individuals 	<ul style="list-style-type: none"> - Explore transport in the past and identify difference to transport today - Sort transport images into old and new - Role play travelling in different types of transport - Watch videos of transport from the past and discuss how it works - Make mini-models of transport from the past. - Learn about Blackbeard, Ann Bonney and Mary read. - Explore the clothes significant individuals would wear and compare to their clothes - Dress up as pirates - Explore the food pirates would eat and compare to their food. - Explore a pirate home and compare to theirs 	<ul style="list-style-type: none"> - Explore pictures of Blackbeard and recreate using sensory materials - Dress up as pirates and role play walking the plank. - Explore pirate artefacts and label - Make sword and pirate hats - Explore books about pirates - Sing pirate songs and copy pirate actions - Create a wanted poster for black beard - Explore the boat Blackbeard would have used and create a piece of art - Go on a treasure hunt following a map left by Blackbeard
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Similarity, difference, Blackbeard, Ann Bonney, Mary Read, timeline, key events.	Similarity, difference, Blackbeard, Ann Bonney, Mary Read,	Different, Blackbeard, pirate, treasure, sword, plank

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Cycle 2 Spring Term Historical Building

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Changes within living memory – Local Environment. Expand vocabulary related to time; past, present, event, photograph Describe old and new buildings and begin to distinguish between old and new buildings. Significant individuals in history Local significant people: Alfred Bird inventor of Bird’s custard and the custard factory in Birmingham until 1964. Explore information about the Birds factory and Birds Custard.	Key Knowledge. Chronology, language of history and historical enquiry Changes within living memory – Local Environment. Expand vocabulary related to time; past, long ago, after Describe old and new buildings. Significant individuals in history Local significant people: Alfred Bird inventor of Bird’s custard and the custard factory in Birmingham until 1964. Explore historical images of Birds Custard.	Key Knowledge. Chronology, language of history and historical enquiry Changes within living memory – Local Environment. Explore and recognise familiar buildings and locations from the recent past. Significant individuals in history Local significant people: Alfred Bird. Explore images of factories and old buildings in Birmingham.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Sort photographs and artefacts into past and present. - Explore photographs of the local environment from the past. - Explore photographs of Erdington high street from the past and compare to present day. - Explore photographs of streets around Birmingham and compare to how they look in the present day. - Research Alfred Bird and make a fact file/powerpoint presentation - Make recipes using Bird’s custard - Explore photographs of the custard factory - Research how custard is made - Educational visit <ul style="list-style-type: none"> - Walk around the local area and identify old and new buildings - Take photographs of old and new buildings 	<ul style="list-style-type: none"> - Look at pictures of old and new buildings from the local – how can we tell if they are old or new? Link to describing words - Sort pictures of buildings into old and new - Look at pictures of buildings and decide if they are from the past/long ago - Look at pictures of Alfred Bird and go on a fact hunt - stick facts onto the picture - Look at pictures of the custard factory from past and present. - Make recipes with custard - Look at pictures of Bird’s custard packaging and identify how it has changed. - Educational visit <ul style="list-style-type: none"> - Walk around the local area and identify old and new buildings - Take photographs of old and new buildings - Visit the custard factory to take photographs 	<ul style="list-style-type: none"> - Explore pictures of the local area that children may have visited recently - Explore pictures of places from record of achievements - Look at pictures of Alfred Bird and explore tasting and touching custard in different forms (dry, runny, thick) - Make recipes using custard - Explore pictures of factories and old building in Birmingham and match. - Go on a hunt around school to find pictures of old buildings from Birmingham - Educational visit <ul style="list-style-type: none"> - Walk around the local area and find places from given pictures (e.g. church, co-op, allotment) - Visit places the children have visited within the last year – talk about the past.

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<p>- Visit the custard factory to look at the restored factories – compare to pictures from the past.</p>		-
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>past, present, event, photograph, Alfred Bird, Custard Factory, Custard</p>	<p>past, long ago, after, Alfred Bird, Custard Factory,</p>	<p>past, old, factory, building</p>

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Cycle 2 Summer Term – Transport around the UK

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Changes within living memory – Transport. Expand vocabulary related to time; timeline, event. Describe forms of transport and begin to distinguish between old and new ways of travel on our roads.</p> <p>Significant events in history Local historical event: Completion of The Spaghetti Junction. Explore how roads and cars have changed over time.</p> <p>Significant individuals in history Local significant people: James Lansdowne Norton Motorcycle designer inventor and manufacturer. Explore how motorbikes have changed over time.</p>	<p>Chronology, language of history and historical enquiry Changes within living memory – Transport. Expand vocabulary related to time; present, event. Describe forms of transport on our roads from the past.</p> <p>Significant events in history Local historical event: Completion of The Spaghetti Junction.</p> <p>Significant individuals in history Local significant people: James Lansdowne Norton Motorcycle designer inventor and manufacturer. Explore images of old and new motorcycles.</p>	<p>Chronology, language of history and historical enquiry Changes within living memory – Transport. Explore and recognise familiar modes of transport from images of the recent past.</p> <p>Significant events in history Local historical event: Explore images of familiar roads and forms of transport.</p> <p>Significant individuals in history Local significant people: James Lansdowne Norton Motorcycle designer. Identify motorcycles from other types of transport.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore photographs of old cars and compare to present day cars. Using descriptive language to show differences and similarities. - Create a timeline of cars from the first ever car to the present day. - Explore photographs of old trains and compare to present day trains. Using descriptive language to show differences and similarities. - Create a timeline of trains from the first ever train to the present day. - Explore travel before cars and how people would get from A to B. - Use google maps to locate the spaghetti junction. - Make models of the spaghetti junction 	<ul style="list-style-type: none"> - Explore different ways to travel on the roads from the past. - Create a flip book to show a timeline of road transport. - Sort transport pictures into past and present. - Use google maps and images to look at the spaghetti junction. - Trace over an aerial view of spaghetti junction - Use string and glue to create the spaghetti junction - Explore images of old and new motorcycles. - Design a modern motorcycle. - Educational visit - visit the spaghetti junction in the mini bus -use links with Mercedes 	<ul style="list-style-type: none"> - Explore transport toys using images of familiar roads. - Explore images of transport and sort into categories - Use google maps to look at the roads in the local area. - Sort pictures of cars and motorbikes - Decorate pictures of motorbikes - Explore videos of motorcycles listening to the sound. - Educational visit - walk around the local area to look at familiar roads -use links with Mercedes

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<ul style="list-style-type: none"> - Look at pictures from the past and look at the road, how and why has it changed? - Research James Lansdowne Norton and explore pictures of motorbikes - Create a timeline of motorbikes - Educational visit <ul style="list-style-type: none"> - visit the spaghetti junction in the mini bus - visit a car showroom to look at different cars - use links with Mercedes 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
timeline, event, car, train, motorbike, James Lansdowne Norton, transport, Spaghetti junction	present, event, transport, car, motorbike, Spaghetti junction	transport, road, motorbike, past

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Cycle 3 Autumn Term - Anglo-Saxons

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Anglo Saxons Introduce vocabulary related to chronology; Century, decade, modern, ancient. Identify similarities and differences between the lives of Anglo-Saxons and our own – focusing on housing, food, clothing. Significant events in history The discovery of the Staffordshire hoard and artefacts from Sutton Hoo. Significant individuals in history King Alfred the Great Explore the life and key events of the Anglo-Saxon King.</p>	<p>Chronology, language of history and historical enquiry Anglo Saxons Introduce vocabulary related to chronology; modern, ancient. Identify how the lives of Anglo-Saxons are different to the lives of our own - focusing on housing and clothing. Significant events in history The discovery of the Staffordshire hoard Significant individuals in history King Alfred the Great Explore images and artefacts related the Anglo-Saxon King.</p>	<p>Chronology, language of history and historical enquiry Anglo Saxons Explore and name the function items from the times of the Anglo-Saxons (clothing, hunting, eating). Significant events in history Explore artefacts related to the Anglo-Saxons kings and warriors. Significant individuals in history Kings and Queens Explore artefacts related to Kings.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore Anglo-Saxon homes and compare to our homes. - Explore Anglo-Saxon food and compare to the food we eat - Explore Anglo-Saxon clothing and compare to the clothes we wear - Research Anglo-Saxon life and present to the class - Write a diary entry as an Anglo-Saxon child. - Create pieces of art work linked to Anglo-Saxon life. - Cook Anglo-Saxon recipes and compare to modern day food. - Research the discovery of Staffordshire hoard and explore images - Use google maps to look at Sutton Hoo 	<ul style="list-style-type: none"> - Explore Anglo-Saxon homes and look at differences compared to our homes. - Explore Anglo-Saxon clothing and compare to how it is different to our clothes. - Dress up in Anglo-Saxon clothes - Role play being an Anglo-Saxon - Look at images of Anglo-Saxons - Look at images of the Staffordshire hoard and replicate pieces using different materials - Explore images of King Alfred and compare to our King - Explore images of artefacts of King Alfred. - Role play being King Alfred 	<ul style="list-style-type: none"> - Explore items needed for clothing, hunting and eating in Anglo-Saxon times. - Create art pieces related to Anglo-Saxon kings and warriors - Look at images of Warriors and label their protection items - Make shields and weapons out of cardboard - Make crowns and role play being an Anglo-Saxon King - Make and bake bread

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<ul style="list-style-type: none"> - Choose a piece of the Staffordshire hoard to research and create an information leaflet. - Museum in a box - Research King Alfred - Create a timeline of King Alfred events 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Century, decade, modern, ancient, similarity, difference, Anglo-Saxon, Staffordshire Hoard, artefacts, Sutton Hoo, discovery, King Alfred	modern, ancient, different, Staffordshire hoard, King Alfred	Anglo-Saxon, clothes, hunt, eat, warrior, King

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Cycle 3 Spring Term – The Stone Age

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Stone Age Introduce vocabulary related to chronology; timeline, chronological, ancient. To be able to answer simple questions about historical stories and artefacts. Significant events in history The formation of Stonehenge.</p>	<p>Chronology, language of history and historical enquiry Stone Age Introduce vocabulary related to chronology; timeline, century Explore change To be able to answer simple questions about historical artefacts. Significant events in history The discovery of the oldest cave art in England at Creswell Crags in Derbyshire made over 13,000 years ago.</p>	<p>Chronology, language of history and historical enquiry Stone Age Explore and name the function of tools from the stone age. Significant events in history Discovery of stone age art. Explore examples of cave art and sculptures</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Research the stone age and when it happened using a timeline. - Research what tools were made, how they were made and how they were used. - Make replica tools using different materials - Create stone age hand art - Research daily life in the stone age and compare to modern day life and that of the Anglo-Saxons. - Make stone age dyed cloth - Look at images of cave painting and replicate - Research theories on why Stonehenge was built - Look at images of stone henge and replicate in a piece of art. - Use google maps to look at Stonehenge - Forest school - light a fire using a flint 	<ul style="list-style-type: none"> - Look at images of stone age tools and try to replicate using different materials - Role play using different tools in daily life - Practice grinding different things e.g. peppercorns, leaves etc - Look at items from the stone age – can they guess what they were or what they were used for? - Look at images of cave art and compare - Create own cave art replicas - Create own cave art designs. - Explore cave art designs and label - Create own hand art - Mix up own cave paint using oil and different types of mud, clay or ground up charcoal - Research cave art in Creswell Crags - Use a simple timeline to show the stone age 	<ul style="list-style-type: none"> - Mix up own cave paint using oil and different types of mud, clay or ground up charcoal and make marks - Look at pictures of stone age tools and replicate using different materials - Label pictures of stone age tools - Use stones to grind objects into powder - Cook stone age food - Food tasting tray – seeds and berries - Explore images of cave art - Stick up pictures of cave art in sensory room and use torches to find them - Create own cave art - Create own hand art using watered down paint in spray bottles over hand - Use different materials to create sculptures
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
timeline, chronological, ancient, Stone Age,	timeline, century, Stone Age, change, Creswell Crags	Stone age, tools, cave art, sculpture

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Cycle 3 Summer Term - Ancient Egypt All about the body (Paper, card and wood)

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Ancient Egypt Introduce vocabulary related to ancient history; museum, artefact, historian. Introduce BC/AD and begin to create a chronology of the eras already studies.</p> <p>Significant events in history The rule of the pharaohs Tutankhamun and Cleopatra VII The discovery King Tut's tomb by Howard Carter in 1922.</p> <p>Significant individuals in history Tutankhamun Cleopatra VII Explore the lives of the Egyptian pharaohs</p>	<p>Chronology, language of history and historical enquiry Ancient Egypt Introduce vocabulary related to ancient history; museum, ancient, timeline. Introduce BC/AD.</p> <p>Significant events in history The rule of the pharaohs Tutankhamun and Cleopatra VII</p> <p>Significant individuals in history Tutankhamun Explore the life of the Egyptian pharaoh.</p>	<p>Chronology, language of history and historical enquiry Ancient Egypt Describe images and artefacts related to Ancient Egypt.</p> <p>Significant events in history The rule of the pharaohs in Ancient Egypt</p> <p>Significant individuals in history Pharaohs Explore artefacts related to pharaohs</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Create a timeline of all of the era's previously studied. - Introduce BC/AD and indicate on a timeline. - Research Tutankhamun/Cleopatra and create a presentation to present to the class - Explore the discovery of King Tut by Howard Carter - include some role play - Research different pharaohs and look at their roles - Create a large 3D map of Ancient Egypt in the classroom. Children to help make the different parts e.g. pyramids - Create a headdress for a pharaoh 	<ul style="list-style-type: none"> - Introduce BC and AC using a large visual timeline - Dress up as Pharaohs and role play - Make headdress for Tutankhamun - Explore mummification and do an experiment e.g. mummifying fruit - Create pyramids using different materials - Explore a map of ancient Egypt looking at the pictures - Make a sensory map of Ancient Egypt 	<ul style="list-style-type: none"> - Find the hidden objects in the sand - Create a sensory walk across ancient Egypt using sand and water - Build model pyramids out of sugar cubes/wet sand/marshmallows and spaghetti - Use toilet paper to mummify children then wrap up action figures - Sensory tray of artefacts - Make headdress - Dress up in Egyptian clothes - Make ancient Egyptian recipes

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Research the lives of pharaohs and compare to lives of others that have been previously taught - Explore hieroglyphics 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Ancient Egypt, museum, artefact, historian, Tutankhamun, Cleopatra, Pharaoh, Pyramid, Howard Carter, AD, BC	museum, ancient, timeline, Ancient Egypt, AD, BC, Pharaoh, pyramid	Ancient Egypt, Pyramid, Pharaoh

Use skills ladders for assessment

History medium term planning

Cycle 4 Autumn Term - The Romans

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry The Romans Life and culture of ancient Rome. Introduce vocabulary related to exploring historical enquiry; account, diary, event, historical. Introduce how historians use sources and artefacts to find out about the past.</p> <p>Significant events in history The eruption of Mt Vesuvius and the destruction of Pompeii AD79. Explore life within Pompeii before the eruption (housing, food, culture). Explore the impact of the eruption.</p> <p>Significant individuals in history Pliny the Younger Explore the life and experiences of the author and how his letters help us find out about the past.</p>	<p>Chronology, language of history and historical enquiry The Romans Life and culture of ancient Rome. Introduce vocabulary related to exploring historical enquiry; diary, event. Introduce the ways that we can find out about the past.</p> <p>Significant events in history The eruption of Mt Vesuvius and the destruction of Pompeii AD79. Explore life within Pompeii before the eruption (housing, food, culture).</p> <p>Significant individuals in history Pliny the Younger Explore how his letters help us find out about the past.</p>	<p>Chronology, language of history and historical enquiry The Romans Begin to pick out historical artefacts from a collection of present day items.</p> <p>Significant events in history The rule of the Roman emperors.</p> <p>Significant individuals in history Roman rulers. Explore artefacts related to Roman emperors and generals</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Introduce Rome and the myth of how it was formed (Romulus and Remus). Make a story board or re-enact the story. - Look at Roman architecture particularly the use of columns to support the heavy stone roofs. Used rolled up paper, portrait and landscape, and investigate which is stronger. Children make their own simple model of a roman building using 2 columns - Look at the role of gladiators and how they entertained the Romans. Look at images/objects of different artefacts can the 	<ul style="list-style-type: none"> - Look at pictures of gladiators and search for facts hidden around the room/school - Role play being gladiators - Introduce living in Ancient Rome – focus on food and homes - Recreate ancient Rome cuisine - Research the lives of wealthy romans and compare to poor romans. - Measure shadows to tell the time like the Romans did. - Look at the eruption of Mt Vesuvius. - Make mini volcano models and erupt with baking soda and vinegar 	<ul style="list-style-type: none"> - Artefact hunt - create a treasure map around school to find Roman artefacts to find. - Digging for artefacts - hide artefacts in a dry sensory tray (shredded paper, sand) - Dress up as roman emperors and role play - Create headwear for a roman emperor - Explore Roman feasts and recreate some of the food - Explore Palatine Hill and what Roman Emperors palaces would have looked like. - Build a palace using recycled materials - Paint murals using spices for paint

Use skills ladders for assessment

History medium term planning

<p>children work out what they would have been used for?</p> <ul style="list-style-type: none"> – Look at how the food the Romans ate and how they would have feast days, note that not everyone was rich and many were slaves. – Look at the eruption timeline of Mt Vesuvius and create a fact file page about what happened to Pompeii and how we know so much. – Write a diary entry describing what they saw, felt, hear like Pliny. – Learn about Julius Caesar and write a diary entry in role. – Education visit <ul style="list-style-type: none"> - Lunt Roman fort Baginton 	<ul style="list-style-type: none"> - Digging up Pompeii – hide lego pieces in soil and stones – children can rebuild the buildings that were destroyed - Explore Pliny letters and encourage own letter writing about important events - Education visit <ul style="list-style-type: none"> - Lunt Roman fort Baginton 	<ul style="list-style-type: none"> - https://simplylearningtogether.com/building-a-roman-road-dessert/ - Education visit <ul style="list-style-type: none"> - Lunt Roman fort Baginton
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Account, diary, historical, Mt Vesuvius, Pompeii, romans, gladiators,	diary, event, ancient, volcano, Pompeii, soldier	Romans,

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> – Investigate concorde and why it is so famous. – Look at the inventor George Stephenson and his locomotive steam train, how have trains changed since the Victorian time. Ask them to compare with modern day trains. – Look at cars can they compare a modern day car with an older version of the same model. Arrange a visit to JLR or have a visitor come into school. – Visit the motor cycle museum. – At the end of the theme ask children to choose their favourite form of transport and explain why its invention is important. – Educational visit <ul style="list-style-type: none"> - Ride the tram - visit Birmingham airport 	<p>transport with trams and buses in Birmingham.</p> <ul style="list-style-type: none"> - Explore cars from the Austin motor company. Look at the differences to modern cars - Explore Frank Whittle and his invention - make model jet engines/planes - Explore Frank Whittle and his role as a RAF air officer - Educational visit <ul style="list-style-type: none"> - Ride the tram - visit Birmingham airport 	<ul style="list-style-type: none"> - Educational visit <ul style="list-style-type: none"> - Ride the tram - visit Birmingham airport
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Cause, consequence, inventor, event, progress, modern, antique	Consequence, horse drawn cart, tram, motorcar, jet engine, air officer	speed, transport, past, present

Use skills ladders for assessment

History medium term planning

Cycle 4 Summer Term – Significant People

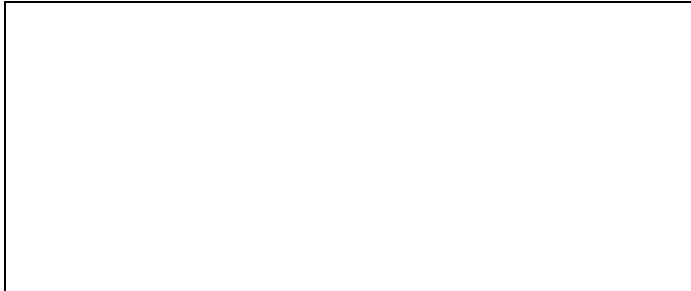
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Significant People Explore the historical significance of a range of people from history who has impacted change on the lives of others. Explore cause, consequence, significance. Use timelines to order key events in their lives. Significant individuals in history Use a range of sources to explore the lives and impact of a significant person(s) from history; Malala Yousafzai, Marie Curie, Jesse Owens, Christopher Columbus, Leonardo Da Vinci.	Key Knowledge. Chronology, language of history and historical enquiry Significant People Explore the historical significance of a person from history who has impacted change on the lives of others. Explore consequence, significance. Use timelines to order key events in their lives. Significant individuals in history Use a range of sources to explore the lives and impact of a significant person(s) from history; Malala Yousafzai, Marie Curie, Jesse Owens, Christopher Columbus, Leonardo Da Vinci.	Key Knowledge. Chronology, language of history and historical enquiry Significant People Explore the significance of people from our families Recognise and answer simple questions about them. Significant individuals in history Significant people from our families.
Lesson Ideas KEEP A TIMELINE VISIBLE TO ORDER SIGNIFICANT PEOPLE AS INTRODUCED <ul style="list-style-type: none"> – Show children a photograph of Malala Yousafzai, ask children to think of questions they might want to ask her. Explore Malala’s story through drama and how our actions have consequences. – Research the life of Jesse Owens on ipads/laptops, discuss where he fits in a timeline chronologically and his achievements nationally and internationally. Create a webpage/powerpoint to present the information they have found. – Discuss who Christopher Columbus was, what he did and where he went. Discuss differences between life now and 1492. Ask children to select appropriate kit that he would have to 	Lesson Ideas Create a display board in the classroom to add significant people’s pictures to as they are introduced <ul style="list-style-type: none"> – Introduce each person using attention autism style – have items related to that person in the box – guess who could it be then reveal picture – Order events from Malala Yousafzai, Marie Curie, Jesse Owens, Christopher Columbus, Leonardo Da Vinci lives – Create a fact file about each person – Create posters to help Malala Yousafzai – Create art work based around the Marie Curie symbol – daffodil – Set up a mini-Olympics to role play Jesse Owens – Explore ships and boats and role play – Look at some famous paintings and attempt to recreate – Mona Lisa 	Lesson Ideas <ul style="list-style-type: none"> – Ask for pictures to be sent in of different people from the family home and focus on a different person each work – be sensitive to those who do not have some members of the family present. – Create art work around different members of the family. – Create a family tree using toilet roll tubes and twisted paper and paper mache. Hang pictures of the family from the tree. – Create sensory family portraits – Make a sensory book about their family – Create word picture around a picture of a family member with special words – Role play families – dolls house

Use skills ladders for assessment

History medium term planning

take with him. Discuss some of the positive and negative impacts of his expedition.

- Children find out why Marie Curie became the first women to get a Nobel Prize. Look at the impact her work has had on health and medicine.
- Look at the work of Leonardo Da Vinci and his contribution to art.



Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Cause, consequence, explorer, significant, impact	Explore consequence, significance.	family, mum, dad, brother, sister, gran, grandad, aunty, uncle

Use skills ladders for assessment

History medium term planning

Cycle 5 Autumn Term - The Victorians

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry</p> <p>The Victorians Introduce continuity and changes during the reign of Queen Victoria. Introduce historical vocabulary; reign, era, empire.</p> <p>Significant events in history</p> <p>Explore key inventions: lightbulb, flushing toilets, the bicycle, the telephone, antiseptic, and anaesthesia.</p> <p>Significant individuals in history</p> <p>Queen Victoria Charles Dickens Dr Barnardo John Cadbury Henry Isaac Rowntree Sarah Forbes Bonetta</p>	<p>Chronology, language of history and historical enquiry</p> <p>The Victorians Introduce the changes during the reign of Queen Victoria. Introduce historical vocabulary; reign, chronological.</p> <p>Significant events in history</p> <p>Explore key inventions: lightbulb, the telephone, the photograph, radio concrete.</p> <p>Significant individuals in history</p> <p>Queen Victoria Charles Dickens John Cadbury</p>	<p>Chronology, language of history and historical enquiry</p> <p>The Victorians Answer simple questions about the lives of the Victorians compared to our own.</p> <p>Significant events in history</p> <p>Explore Victorian inventions and artefacts.</p> <p>Significant individuals in history</p> <p>Queen Victoria</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore the life of Queen Victoria by ordering portraits starting with her coronation in chronological order to show length of her reign. Create a fact file of key information. - Look at what empire means, use a globe to show the countries that were part of the British empire, look at some of the food that was introduced to Britain during this time. - Show a portrait of Charles Dickens. Read an extract from Oliver Twist, discuss what life was like. Ask children to create a feelings board for Oliver Twist describing what he would hear, smell, see, touch, feel. - Look at housing and the living conditions for rich and poor. 	<ul style="list-style-type: none"> - Create own portraits of Queen Victoria using sensory materials - Look at some of the changes during the reign and role play - the end of slavery, compulsory education, workers welfare - Look at the different images of Queen Victoria and create a collage. - Create a timeline of events during Queen Victoria's reign - Look at the covers of some of Charles Dickens books and recreate - Explore light sources using a light bulb and how they work - Explore different telephones and order on a timeline 	<ul style="list-style-type: none"> - Create sensory pictures of Victorian houses - Make paper dresses for Victorian dolls. - Look at Victorian chimney sweeps and role play - Use coal and soot to make marks - Explore Victorian artefacts - Explore Victorian food and make recipes. - Explore Victorian toys - Look at pictures of Queen Victoria and create a sensory portrait - Decorate a robe fit for a queen - Make links to Oliver Twist and make gruel

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Who is Dr Barnardo? Ask children to research and find out key facts. What was significant about the impact he had for children. Look at the introduction of the flushing toilet and the lightbulb. 	<ul style="list-style-type: none"> - Explore photographs over time and sort into past and present - Look at the story of John Cadbury - Look at different chocolate packaging over time used by Cadbury and sort. - Chocolate tasting and recipes. - Educational visit - Cadbury world 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Reign, era, empire, change, continuity, work house, poverty,	reign, chronological, lightbulb, photographs, telephone	Victorians, Queen Victoria,

Use skills ladders for assessment

History medium term planning

Cycle 5 Spring Term - The Vikings

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry The Vikings Introduce comparisons and connections between the Vikings and other civilisations covered (Romans, Anglo-Saxons, Ancient Egyptians). Introduce historical vocabulary; enemies, invade, settle, conquests, archaeology. Significant events in history The attacks and settlement in Britain from 793. King Canute becoming the first Viking King of England in 1016. Significant individuals in history Lief Erikson Harald Bluetooth Erik the Red Explore timelines of the Viking leaders. Explore key events in their life and travels.	Key Knowledge. Chronology, language of history and historical enquiry The Vikings Introduce comparisons between the Vikings and the Romans Introduce historical vocabulary; enemies, invade, settle. Significant events in history The attacks and settlement of the Vikings in Britain from 793. Significant individuals in history Lief Erikson Explore timelines of the Viking leader. Explore their life and travels.	Key Knowledge. Chronology, language of history and historical enquiry The Vikings Begin to recognise obvious distinctions between the Vikings and their own lives. Significant events in history Explore Viking ships Significant individuals in history Viking rulers.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty Use a map/globe and find the countries they came from. What do the children want to find out about the Vikings? Talk about previous countries that had invaded Britain where they came from and when. - Look at what made the Vikings successful at invading countries. Look at the long ships and the role of archaeology in helping us 	<ul style="list-style-type: none"> - Compare and Viking warrior and a roman gladiator - Role play being a Viking warrior fighting Roman gladiator – focus on weapons they would use and compare. - Introduce living as a Viking – focus on food and homes - Compare living as a Viking to living as a Roman - Viking scavenger hunt - Investigate which town names are still the same as when the Vikings ruled. 	<ul style="list-style-type: none"> - Explore the life of a Viking leader. - Explore Viking long ships and build mini models. - Explore the different parts of the ships - Explore life on board the ship - Learn some Viking sailing chants - Create models of Viking ships. - Take part in rowing activities / simulation of being in a Viking longboat.

Use skills ladders for assessment

History medium term planning

<p>understand how long ships worked, children can design and make their own long ships.</p> <ul style="list-style-type: none"> – Research Viking longhouses; write a Viking estate agent description; design and make a group longhouse model. – consolidate learning with Viking day. Learn about everyday life prepare a meal, dress up and play Viking games. – Find out why and where the Vikings traded. Talk about the impact trade has on people's lives then and now. – Split the class into 3 groups, each group has to research a significant Viking leader then present the information to the rest of the class (this could be done over 2 weeks either through poster, powerpoint, talkers) Look at placing these leaders on a timeline looking at their contribution to the Vikings and Britain. 	<ul style="list-style-type: none"> – Indicate on a timeline when The Vikings invaded Britain and when they settled – Make a Viking catapult and think about how they defended themselves from enemies. – Make a Viking name necklace – Make Viking weapons and compare to Roman weapons – Build model Viking houses and ships – Create a passport/ID card for Lief Erikson – Indicate on a timeline events from Lief Erikson life – born, first ship and crew, baptism etc – Explore how Erikson took on the Christian faith – Look at the difference in stories about Lief Erikson 	
	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
<p>enemies, invade, settle, conquests, archaeology, attack, settlement</p>	<p>enemies, invade, settle. Compare, leader</p>	<p>Viking, leader, long ship, warrior</p>

Use skills ladders for assessment

History medium term planning

Cycle 5 Summer Term - Significant People from The UK

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry</p> <p>Significant people from the UK. Explore the historical significance of a person from the UK who has led and impacted change. Explore cause, consequence, significance. Use timelines to order key events in their lives.</p> <p>Significant individuals in history Use a range of sources to explore the lives and impact of a significant person(s) from the UK; Queen Elizabeth I, William Shakespeare, James, Charles Darwin, Mary I (Bloody Mary).</p>	<p>Chronology, language of history and historical enquiry</p> <p>Significant people from the UK. Explore the historical significance of a person from the UK who has led and impacted change. Explore cause, consequence, significance. Use timelines to order key events in their lives.</p> <p>Significant individuals in history Use a range of sources to explore the lives and impact of a significant person(s) from the UK; Queen Elizabeth I, William Shakespeare, James, Charles Darwin.</p>	<p>Chronology, language of history and historical enquiry</p> <p>Significant people in our lives. Explore significant people in our lives. Recognise and answer simple questions about them.</p> <p>Significant individuals in history Significant people from our lives.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Battle of the greats – split class into 4 groups – each group has a significant individual to research using a variety of sources. Together they must come up with a presentation to give to the rest of the class about why their significant individual is the best. - Create a digital timeline of events for each person listed above - Create mini fact files about each person to create a book at the end of the half term - Explore some of William Shakespeare’s work and choose their favourite writing a review. - Research the globe theatre - Explore words that were supposedly coined by Shakespeare - Research the theory of evolution and create art work based on this. - Educational visit 	<ul style="list-style-type: none"> - Order events from Queen Elizabeth I reign - Create a family tree for Queen Elizabeth to show previous rulers - Look at pictures of Queen Elizabeth and compare to previous and more recent rulers - Explore using white face paint like QE did to cover up her scars - Explore Westminster Abbey where she is buried - Order events from William Shakespeare’s life - Look at where Shakespeare was born - Explore pictures of The Globe theatre - Explore characters from WS plays - Explore evolution in simple terms and Charles Darwin - Order life events of Charles Darwin 	<ul style="list-style-type: none"> - Focus on staff in school – look at pictures and match names - Visit staff across to school to match to a picture - Explore different staff roles within school – role play, complete similar tasks - Complete jigsaw puzzles of significant staff members - Make thank you cards for staff within school - Make a special gift for a staff member in school - Hunt the staff member – show a picture of a member of staff and see if the children can take you to them.

Use skills ladders for assessment

History medium term planning

- Stratford upon Avon – Shakespeare's birthplace		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
cause, consequence, significance, Stratford upon Avon, Reign, Theatre, impact	cause, consequence, significance	Staff, job, help, school

Use skills ladders for assessment

History medium term planning

Cycle 6 Autumn Term - Ancient Greece

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Ancient Greece Introduce vocabulary related to exploring historical enquiry; archaeology, evidence, citizen government, legacy, democracy. Introduce how we can use sources to and artefacts to find out about and ask questions about the past. Significant events in history The Trojan War (1250 BC) Introduction of the Olympic Games (776 BC) Coin Currency Introduced (600 BC) Significant individuals in history Alexander the Great Pericles Hippocrates, the Physician</p>	<p>Chronology, language of history and historical enquiry Ancient Greece Introduce vocabulary related to exploring historical enquiry; archaeology, evidence. Introduce how we can artefacts to find out about and ask questions about the past. Significant events in history The Trojan War (1250 BC) Introduction of the Olympic Games (776 BC) Significant individuals in history Alexander the Great Pericles</p>	<p>Chronology, language of history and historical enquiry Ancient Greece Begin to recognise obvious distinctions between the Ancient Greek clothing and modern clothing. Significant events in history The Trojan War (1250 BC) Significant individuals in history Ancient Greek Leaders. Explore artefacts related to ancient Greek leaders.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Look at a map of Ancient Greece and locate key places - Research theatre, architecture and culture in Ancient Greece - Create a holiday brochure to visit Ancient Greece - Research how our knowledge of the past is constructed from a range of sources - archaeology and evidence - Research the fascinating life of Alexander the Great and some of the places he and his troops saw. Recreate some of the episodes from his life through improvisation and performance. 	<ul style="list-style-type: none"> - Make a 3D map of Ancient Greece - Dig for Ancient Greek artefacts – highlighting the job of archaeologists - Look at artefacts and try to guess what they are - Research Ancient Greek Vases and create own using clay - Set up an Olympic games session and invite parents - Make Olympic torches and role play passing them on. - Make Olympic medals - Explore the Parthenon and create a mini model using different materials - Make a wear Olive Wreaths 	<ul style="list-style-type: none"> - Create an Ancient Greek sensory experience in the classroom. - Create an Ancient Greece sensory walk – rough for pyramids, sand, warm water for the sea etc - Dress up in Ancient Greek clothing - Sort Greek clothing and modern clothing - Decorate togas - Explore the Trojan horse - Make a Trojan horse using furniture and materials - children to sit inside - Dress up in Greek clothing and have an Ancient Greek feast

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Learn about the lifestyle and clothing of the Ancient Greek people. - Research and design own clothing and artefacts typical of Greek home life. - Discover the significance of temples to the Ancient Greeks. - Research the features and roles of key Greek buildings and make a mini model. - Research the details and structure of the ancient Olympics and recreate parts of them. - Research the Olympic flame - its origins in Olympia and journey to the host's stadium - Make Olive wreaths and research why they were given to winners - Research when and how the Trojan war happened. Who was involved. - Research what the Trojan horse was - Create a social media profile for Pericles in the present day - Research Hippocrates and the influence he had upon medicine - Create a sculpture of Hippocrates - Stem architecture activity http://preschoolpowolpackets.blogspot.com/2016/09/ancient-greek-architecture-stem.html 	<ul style="list-style-type: none"> - Explore the Trojan horse and make mini models out of wooden sticks 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
archaeology, evidence, citizen government, legacy, democracy, Trojan war, Olympics, currency	archaeology, evidence, Trojan War, Olympics	Ancient Greece, Trojan War, Greek

Use skills ladders for assessment

History medium term planning

Cycle 6 Spring Term - The Mayans

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry The Mayans Introduce vocabulary related to exploring historical enquiry; architecture, culture, primary source, secondary source. Introduce how we can use sources to and artefacts ask questions and interpret about the past. Significant events in history The building of El Castillo, Chichen Itza 600–800 AD Development of Tikal, city and ceremonial centre 600 and 800AD. Spanish contact with The Mayans 1502AD Significant individuals in history K'inich Janaab' Pakal Lady Yohl Ik'nal Yik'in Chan K'awiil	Key Knowledge. Chronology, language of history and historical enquiry The Mayans Introduce vocabulary related to exploring historical enquiry; architecture, culture, sources. Introduce how we can use sources to and artefacts ask questions and interpret about the past. Significant events in history The building of El Castillo, Chichen Itza 600–800 AD Development of Tikal, city and ceremonial centre 600 and 800AD Significant individuals in history K'inich Janaab' Pakal Lady Yohl Ik'nal	Key Knowledge. Chronology, language of history and historical enquiry The Mayans Begin to recognise obvious distinctions between the Ancient Greek food and modern food. Significant events in history The building of Mayan temples. Significant individuals in history Ancient Mayan leaders. Explore artefacts related to ancient Mayan leaders.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Use a timeline to show the time period of the Mayans. Also place previously learnt onto timeline to compare - Take part in role-plays to explore how invasion affected both the Maya - Find out about the legacy of the Maya culture, and how they are remembered today. - Find out when Maya civilisation was first recognised by archaeologists and when this society is said to have come to an end, recognising that there are still living Maya people today. - Examine different types of evidence that tell us about the Maya. 	<ul style="list-style-type: none"> - Create Mayan masks - Explore Mayan architecture and create sketches/art work based on them. - Explore how the Mayan culture - Compare Maya culture to modern day. - Use different sources to research the Mayans and create a fact file - Look at how Mayans used chocolate and that is was not just for food. - Explore how chocolate was grown - Learn about the differences between childhoods for the rich and for the poor Maya. 	<ul style="list-style-type: none"> - Build Mayan temples out of different materials - Explore Mayan food and create different recipes - Compare Mayan food to modern day food - Make Mayan hot chocolate - Explore the Mayans and chocolate and what it was used for - Explore what types of food the Maya had access to, either by farming, hunting or gathering - Explore Maya weaving - Explore Pakal the Great

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the region of the Maya civilization in Mesoamerica - Assess the reliability of various sources of evidence for the Maya, including archaeology, images, writing and oral history. - Explore maps and websites to find out where the Maya lived and what the different environmental zones are like, make sketches. - Learn about the organisation of Maya buildings around a plaza - learn about the rules of the Maya ball game Pok-ta-Pok - Study the features and ceremonies of the temple-pyramids and palaces of the Maya - Construct a temple- pyramid out of clay and make a class Maya city; add walkways. - Discover the palaces of the Maya kings and the houses of the common people 	<ul style="list-style-type: none"> - Research significant individuals using different sources and take snapshots to create a class fact poster 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
architecture, culture, primary source, secondary source, Mayans	Mayans, architecture, culture, sources.	Mayans, temples, artefacts

Use skills ladders for assessment

History medium term planning

Cycle 6 Summer Term - Inventions

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Inventions that Changed our Lives Explore the historical significance of inventions that have changed the world. Explore and analyse trends, make connections between historical eras. Use timelines to order key events in their lives. Significant events in history Fire 125,000 BC The wheel in 3500 B.C The compass between the 2nd Century B.C. and 1st Century A.D Gunpowder 800AD Printing Press 1450 AD The internal combustion engine (Pyréolophore 1807). Penicillin 1928 The Jet Engine 1932. Computer 1939 World Wide Web 1990 Significant individuals in history Use a range of sources to explore the lives and inventions that have changed our lives. Benjamin Franklin Alexander Graham Bell Charles Babbage, Ada Lovelace, Tim Berners-Lee Alexander Fleming.	Key Knowledge. Chronology, language of history and historical enquiry Inventions that Changed our Lives Explore the impact of inventions that have changed the world. Begin to make connections between historical eras. Use timelines to begin to put events into chronological order. Significant events in history Fire 125,000 BC The wheel in 3500 B.C Gunpowder 800AD The internal combustion engine (Pyréolophore 1807). Penicillin 1928 The Jet Engine 1932. Computer 1939 Significant individuals in history Use a range of sources to explore the lives and inventions that have changed our lives. Benjamin Franklin Alexander Graham Bell Charles Babbage Alexander Fleming.	Key Knowledge. Chronology, language of history and historical enquiry Inventions that Changed our Lives Explore familiar objects and items which have changed over time. Begin to identify how things have changed. Significant events in history Inventions that we use in our lives. Significant individuals in history Invention of the iPad/tablet, mobile phone, television.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Create a class timeline each week adding the new invention onto it. - Create a box to use at the start of each lesson to recap previous invention learnt about 	<ul style="list-style-type: none"> - Create a class timeline each week adding the new invention onto it. - Create a box to use at the start of each lesson to recap previous invention learnt about 	<ul style="list-style-type: none"> - Explore different inventions related to the children's interests e.g. space, lights, toys - Explore the invention of the ipad and allow children to explore ipads

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Research how each invention was discovered and who by - Research how and why inventions are made - Create an inventions book adding to it each week - Create art work based around inventions - Create new inventions based on old inventions 	<ul style="list-style-type: none"> - Use resources to demonstrate each invention - Explore the process of how to create an invention - Make models of inventions e.g. telephones using cups and strings etc - Give the children different materials to create a new invention - Draw picture of different inventions and put them in order on a timeline - 	<ul style="list-style-type: none"> - Give the children different materials to see what they can build/invent - Let the children experiment with different combinations of food to create something new - Create collage of pictures of an invention that has changed over time e.g. a mobile phone collage of old and new phones
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Explore, analyse, connections, inventions	impact, invention, change, chronological	invention, change

Use skills ladders for assessment

History medium term planning

Cycle 7 Autumn Term 1 - Local History Study		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Ideas, political power, industry and empire: Britain, 1745-1901: A Local History Study The Aston Union Workhouse Explore the Poor Laws in England during the 18 and 19C. Explore conditions within the workhouse. Use a range of sources to explore life within the workhouse.</p> <p>Significant events in history 1601 Old Poor Law 1834 Poor Law</p> <p>Significant individuals in history Benjamin Disraeli William Gladstone</p>	<p>Chronology, language of history and historical enquiry Ideas, political power, industry and empire: Britain, 1745-1901: A Local History Study The Aston Union Workhouse Explore conditions within the workhouse. Use sources to explore life within the workhouse.</p> <p>Significant events in history 1834 Poor Law</p> <p>Significant individuals in history Benjamin Disraeli William Gladstone</p>	<p>Chronology, language of history and historical enquiry A Local History Study Begin to describe the Aston Union Workhouse and other Victorian buildings around our local community.</p> <p>Significant events in history Life in the Victorian workhouse.</p> <p>Significant individuals in history Victorians Explore objects and artefacts related to the Victorians.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore images of the Aston Union workhouse. (https://www.workhouses.org.uk/Aston/) - Take a walking visit to look around the grounds of the Aston Union Workhouse. - Explore the censuses to discover about the inmates who were living within the workhouse. - Use short extracts from Oliver Twist to discover about the conditions in the workhouses and the Poor Laws. - Explore the life of Dickens and how this influenced his life. 	<ul style="list-style-type: none"> - Explore images of the Aston Union workhouse. (https://www.workhouses.org.uk/Aston/) - Take a walking visit to look around the grounds of the Aston Union Workhouse. - Experience the conditions in the workhouse (types of work / food eaten). - Experience a day in the life of a child in the workhouse. - Use images and videos of Oliver Twist to explore how life and care for children was different in the past. 	<ul style="list-style-type: none"> - Explore images workhouses and older buildings. (https://www.workhouses.org.uk/Aston/) - Take a walking visit to look around the grounds of the Aston Union Workhouse. - Explore sensory aspects of life in the Workhouse (food, types of work completed, and conditions.) - Explore, compare contrast differences between Victorian buildings and modern buildings. - Take a walk to photograph and describe older and newer buildings. - Take part in fundraising for a local food bank.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore life and conditions within the workhouse (food, work, living conditions, how children and families were treated, reasons for having to live there). - Compare and contrast the welfare state / poor laws between in the past to present day care, link to Gladstone and Disraeli and the changes in the treatment of the working classes. - Explore a day in the life of an inmate of the workhouse. 	<ul style="list-style-type: none"> - Explore the differences in life for poor people living in the workhouses and those who were middle or upper class. - Create sensory experiences of life and work in the Workhouse. - Explore how life is different for poor people today compared to the past. 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Poverty, Poor Law, Welfare State, Punishment.	Poverty, Law, Punishment, Care.	Poor, Rich, Care.

Use skills ladders for assessment

History medium term planning

Cycle 7 Autumn Term 2 - Elizabethan Era

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry Development of Church, state and society in Britain 1509-1745: Elizabethan Era</p> <p>Elizabethan lifestyle, including the rise of theatre. Elizabeth The Catholic threat. The problem of Mary Queen of Scots. Vocabulary; Immigration, propaganda, government, parliament. Explore cause and consequence of the decisions of Queen Elizabeth.</p> <p>Significant events in history 1581 The death of Edmund Campion 1572 the banning of strolling players in England 1574 formation of The Earl of Leicester's Players Theatre 1599 Globe theatre opening</p> <p>Significant individuals in history Use a range of sources to explore the lives and influence of; Queen Elizabeth I Mary Queen of Scots Edmund Campion William Shakespeare</p>	<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry Development of Church, state and society in Britain 1509-1745: Elizabethan Era</p> <p>Elizabethan lifestyle, including the rise of theatre. Vocabulary; government, parliament.</p> <p>Significant events in history 1574 formation of The Earl of Leicester's Players Theatre 1599 Globe theatre opening</p> <p>Significant individuals in history Use a range of sources to explore the lives and influence of; Queen Elizabeth I William Shakespeare</p>	<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry Elizabethan Era Explore clothing food and culture within the Elizabethan era. Begin to differentiate objects from the past or present.</p> <p>Significant events in history Life in the Elizabethan times.</p> <p>Significant individuals in history Elizabethan theatre.</p>
<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Explore images related to the Elizabethan era and explore life in the Elizabethan Era. - Explore the life of William Shakespeare and his life in the Elizabethan Era (family, living conditions, housing, transport etc.) 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Explore images related to the Elizabethan era. - Explore life in the Elizabethan Era – explore food, housing, transport, life and conditions in Elizabethan London. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Explore images, artefacts and sensory experiences related to life in the Elizabethan era (clothing, food, cooking food, housing, transport, leisure activities, sanitation etc.) - Take part in theatre performance.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the pastimes in Elizabethan Era (theatre, sports etc.). Explore the differences between lives today. - Take part in Elizabethan hobbies i.e. bowls. - Explore the changes in theatre and performance between 1572 and 1599. Explore how this was linked to a level of government control. Explore how entertainment has changed since the Elizabethan times. - Take part in a short Shakespeare play. - Explore the Globe Theatre and the experiences of Elizabethan Theatre goers. - Explore the life of Queen Elizabeth I – life, legacy, influence (linking to political control, the persecution and death of Edmund Campion). - Explore the death of Mary Queen of Scots and how religious beliefs lead to conflict across England. 	<ul style="list-style-type: none"> - Explore the life of Elizabeth I. Explore her homes, her lifestyle, clothing, diet. - Place the Elizabethan Era into other key eras studied. - Explore the life of William Shakespeare and his life in the Elizabethan Era (family, living conditions, transport etc.) - Explore how Elizabethans spent leisure time. Explore the influence of Shakespeare on modern life. - Take part in an Elizabethan play. - Explore Elizabethan theatre and buildings. - Explore the Globe Theatre and the experiences of watching a Shakespeare play at the Globe. - Create a model of the Globe Theatre. - Explore the changes in life between Elizabethan era and modern life. 	<ul style="list-style-type: none"> - Explore building Elizabethan style buildings with natural materials (wood / wattle and daub). - Explore the clothing and the food of the Elizabethan times. - Take part in an Elizabethan feast. - Sort Elizabethan and modern images and artefacts. - Explore the life of an Elizabethan Queen and life within a castle.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Reign, Monarch, Influence, Elizabethan, Era, Protestant, Catholic, Persecution, Legacy. Propaganda, Parliament.	Pastime, Monarch, Influence, Elizabethan, Era, Legacy.	Change, King, Queen.

Use skills ladders for assessment

History medium term planning

Cycle 7 Spring Term 1 - Anglo-Saxons		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: The middle Ages and the Anglo-Saxons</p> <p>The Anglo-Saxon lifestyle and cultural and religious influence. Migration and settlement within England. Kingdoms and the Kings. Influence on the history of England.</p> <p>Vocabulary; Peasantry, Legacy, Immigration, Conquest. Place eras within a chronological timeframe.</p> <p>Significant events in history 449 Angles and Saxons first arrival in Britain. 590s-700: Anglo-Saxons convert to Christianity. 937 Battle of Brunanburh 1066 The Norman conquest.</p> <p>Significant individuals in history Egbert (Ecgberht in Anglo Saxon) king of Wessex (802-39) Alfred the Great (871-899) Edward (The Elder) 899 – 924 Æthelstan (927-39)</p>	<p>Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: The middle Ages and the Anglo-Saxons</p> <p>The Anglo-Saxon lifestyle and cultural and religious influence. Migration and settlement within England. Kingdoms and the Kings.</p> <p>Vocabulary; Immigration, Conquest. Begin to place eras within a chronological timeframe.</p> <p>Significant events in history 449 Angles and Saxons first arrival in Britain</p> <p>Significant individuals in history Egbert (Ecgberht in Anglo Saxon) king of Wessex (802-39) Alfred the Great (871-899)</p>	<p>Chronology, language of history and historical enquiry Anglo Saxons Explore and describe items from the times of the Anglo-Saxons (housing, art, clothing, weaponry).</p> <p>Significant events in history Explore images and artefacts related to the Anglo-Saxons life.</p> <p>Significant individuals in history Anglo-Saxon Kings Explore artefacts related to Anglo-Saxon Kings.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the changes in Britain from Celts to Roman Invasion and control and then to the settlement of Anglo-Saxons from Europe. Place events and images into a timeline. - Explore the life of a typical Anglo-Saxon peasant (life, food, housing etc.). - Sort images and artefacts of clothing into Roman, Anglo-Saxon, Stone Age, and Elizabethan. - Explore the life and culture of the Anglo-Saxon kings / gentry (jewellery and artefacts, clothing, culture). - Create Anglo-Saxon jewellery. - Explore war and conflict during the Anglo-Saxon era (weaponry, battles, how the Anglo-Saxons created fortifications). - Create an Anglo-Saxon fortification. - Explore the lives and chronology of some of the Anglo-Saxon kings. Create a large class timeline. - Create a ruler top trumps game. - Explore how the differences in how Britain was ruled during the Anglo-Saxon era and central government today. Explore how there were a variety of contesting rulers across Britain. Create a jigsaw of Britain. - Explore the 937 Battle of Brunanburh and increasing unification of British rule. - Explore the end of Anglo-Saxon rule with the Norman invasion. Film a news report. 	<ul style="list-style-type: none"> - Explore life in Britain during the Anglo-Saxon times. Explore food, transport, and settlements. - Build an Anglo-Saxon house or jewellery. - Explore how there was lots of immigration in Britain and how these immigrants travelled across the sea to reach England. Explore what it would be like to travel on a ship. - Explore war and conflict during the Anglo-Saxon times. Explore weaponry, clothing, armour, how wars were fought. - Build shield and swords to explore how they were used. Take films and photographs. - Explore life for an Anglo-Saxon king and cook some Anglo-Saxon foods and recipes. - Explore the life of some of the Anglo-Saxon kings. Create a washing line timeline. - Create an Anglo-Saxon king Top Trumps game. - Explore jewellery and ceremonial clothing of the Anglo-Saxons. Create some Anglo-Saxon jewellery. - Create a model of an Anglo-Saxon house. - Explore images of the Staffordshire Horde. 	<ul style="list-style-type: none"> - Explore images, artefacts and sensory experiences related to life in the Anglo-Saxon times. - Explore preparing and making Anglo-Saxon food (grinding wheat and making flour). - Explore how Anglo-Saxons were farmers (experience growing and harvesting some vegetables / fruit). - Explore images and objects related to warfare in the Anglo-Saxon times. Sort into groups. Identify - Create swords and shields and practice how they were used. - Explore Anglo-Saxon clothing and materials used. Compare to modern materials. Sort clothing into groups. - Make a simple Anglo-Saxon model house. - Explore the materials they used. Compare contrast, group to modern and Anglo-Saxon materials.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Peasantry, Legacy, Immigration, Conquest. Conflict.	War, Conflict, Immigration, Conquest, Leader. King.	King, Leader, Grow, Farm.

Use skills ladders for assessment

History medium term planning

Cycle 7 Spring Term 2 - Medieval England		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Development of Church, state and society in Medieval Britain 1066-1509: Medieval Britain and the Black Death Life in late middle-age Britain – society, employment, economy, governance, social class. Social change. Vocabulary; Monarchy, peasantry, citizen. Explore contrasts and drawing connections during the times of the late middle ages and other periods studied.</p> <p>Significant events in history 1348: The Black Death comes to Britain. 1381 the Peasants' Revolt.</p> <p>Significant individuals in history King Edward III Geoffrey Chaucer</p>	<p>Chronology, language of history and historical enquiry Development of Church, state and society in Medieval Britain 1066-1509: Medieval Britain and the Black Death Life in late middle-age Britain – society, employment, economy. Vocabulary; Monarchy, citizen. Explore contrasts and drawing connections during the times of the late middle ages and other periods studied.</p> <p>Significant events in history 1348: The Black Death comes to Britain.</p> <p>Significant individuals in history King Edward III</p>	<p>Chronology, language of history and historical enquiry Medieval Britain and the Black Death Explore clothing food and culture within the medieval era. Begin to differentiate objects from the past or present.</p> <p>Significant events in history Life in medieval towns for the poor.</p> <p>Significant individuals in history Medieval peasants Explore artefacts related to medieval peasants.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore the Chronology of the times and Era's recently studied; Anglo-Saxons, Elizabethans, Victorians. Place eras in chronological order. - Place the eras into a wider chronology / timeline. - Recount the end of the Anglo-Saxon era with the Norman Invasion with the start of the 	<ul style="list-style-type: none"> - Explore the Chronology of the times and Era's recently studied; Anglo-Saxons, Elizabethans, Victorians. Place images in chronological order. - Explore medieval life in small villages. Explore how society was organised with Lords and Peasants and how wealth and rights were not 	<ul style="list-style-type: none"> - Explore images, artefacts and sensory experiences related to life in the medieval era (housing, food, smells) - Explore life in medieval towns and medieval houses and life. Explore medieval music and instruments. - Take part in a medieval banquet.

Use skills ladders for assessment

History medium term planning

<p>Middle Ages / Medieval Britain between 1066–1485.</p> <ul style="list-style-type: none"> - Explore the structure of society in Medieval Britain – how most lived in small villages. Society was organised with villeins, freemen and Lords. Create a role play around life for each person in medieval society. - Explore how the church was important to life and peasants and to pay tithes to the church and worked off the land. - Contrast with life in a village to living conditions in cities such as York. Explore housing in medieval cities. - Create a fact file about the life and work of Chaucer. - Explore the lack of sanitation in cities and how this led to the spread of disease. Create diary entries about life in the city. - Explore the spread of the Black Death across Europe and how living conditions helped the spread the disease. Create a news report about the Black Death. - Explore how Black Death entered and spread across the country. Explore the disease and the impact on the population. Create a board game to show explore life during the Black Death. - Explore through the peasant’s revolt the impact of the disease on society. 	<p>even. Take part in drama activities to explore how life was unfair for some people.</p> <ul style="list-style-type: none"> - Explore the life of a peasant how they worked the land, their diet and lived with their livestock. Make a peasants meal. - Explore the life of the Lord and make comparisons and contrasts. Draw / create a day in the life of a pauper and Lord. - Explore images of life in medieval towns. Compare and contrast to current living conditions. Sort images and artefacts. - Explore the lack of sanitation in cities and how this led to the spread of disease. Explore hygiene habits today and those in the past. Take part in hygiene habits – washing off glitter with soap, no soap, no water. - Explore the spread of the Black Death across Europe and how living conditions helped the spread. Explore games that show the spread of disease (tig where each tig they add to become it too) - Explore the symptoms of Black Death. - Explore how the disease was treated (bloodletting, Vicary Method). 	<ul style="list-style-type: none"> - Take part in medieval entertainment – board games, ball games, dancing. - Explore hygiene and routines for keeping clean and personal hygiene. - Explore being healthy and feeling unwell and what we do when we are unwell. - Explore how we keep our hands clean. Use glitter to wash off. - Explore how toilets and sanitation have changed over time. Complete a grouping activity of new and old.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Monarchy, peasantry, citizen, contagious, pandemic.</p>	<p>Peasant, Disease, Medicine, Sanitation, Spread.</p>	<p>Healthy, Unwell, Clean, Dirty, Help.</p>

Use skills ladders for assessment

History medium term planning

Cycle 7 Summer Term 1 - The Roman Empire

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Roman Empire Roman rule and the expansion of the Roman empire in 42AD. Roman expansion into Britain. Roman military power. The fall of the empire. Significant events in history 509 BC: The creation of the Roman Republic.</p> <p>Evolution from kingdom/monarchy to republic and then empire.</p> <p>43 AD Romans conquer Britain.</p> <p>122 AD building of Hadrian's Wall Significant individuals in history Emperors: Augustus Nero Hadrian Claudius Caesar</p>	<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Roman Empire Roman rule and the expansion of the Roman empire in 42AD. Roman expansion into Britain.</p> <p>Significant events in history</p> <p>Significant individuals in history Emperors: Hadrian Caesar</p>	<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Roman Empire Roman rule and the expansion of the Roman empire in 42AD. Roman expansion into Britain.</p> <p>Significant events in history</p> <p>Significant individuals in history Roman emperors and soldiers. Explore artefacts related to Roman emperors and soldiers.</p>
<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Reintroduce previous learning in KS2; Explore Roman society and life during the Roman Empire, including Architecture. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Explore previous learning in KS2; explore images related to Roman life. Explore life in Rome – food, housing, transport, culture. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Explore images and artefacts related to Roman Soldiers. Dress up as a roman soldier.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> – Place the Roman Empire within a timeline of other eras studied (Stone Age, Anglo-Saxons, Medieval England, Elizabethan Era). – Explore the creation of the Roman Republic in 509 BC. Explore the difference between a monarchy and a Republic. – Explore how Rome expanded and took over control of other regions and countries. Draw and colour a flipbook / sequence of maps to show the expansion of the empire. – Explore the life of some of the key Roman leaders. Create a presentation about them and their lives. – Explore the Roman Army and how they were able to lead the expansion of the empire. Explore Roman weaponry and armour. – Explore Roman Fortifications and military organisation. Build roman swords to practice as a class how Roman armies were organised. – Explore the development of Roman Roads to enable armies to travel. Draw maps of Roman roads across England. – Build a larger scale cross section of a Roman road. – Explore Caesar’s invasion of Britain. Write a letter from a soldier home. – Explore the impact of the Roman’s on British life – infrastructure (roads, towns, paved streets, cement, bricks) Culture (policing, central heating, libraries, firefighters, cats, carrots, grapes etc.). 	<ul style="list-style-type: none"> - Explore some of the leaders of Rome. Explore the life of a roman leader – take part in drama activities, dress as an emperor. Create roman busts, recreate a roman coin, create roman mosaics. - Explore the Roman Army – weapons and armour. Build Roman swords and shields. - Explore how the Roman army fought battles. - Build model of a roman fort. - Explore how the Romans built roads and how these were important to moving around. - Explore how the Roman army marched and took over other areas and invaded Britain. - Explore how the Romans changed life in Britain - infrastructure (roads, towns, paved streets, cement, bricks) Culture (policing, central heating, libraries, firefighters, cats, carrots, grapes). 	<ul style="list-style-type: none"> - Create roman swords and shields and practice being a roman soldier. Practice throwing roman spears (foam javelin) - Build Roman fortification. - Explore Roman culture – music, pastimes, chariot racing. - Create roman mosaics, Roman coins. - Complete an artefact dig to find coins and roman artefacts. - Create a roman bust.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Empire, Republic, kingdom, monarchy, leader, expansion, Influence.	Leader, expansion, invasion.	Soldier, Road, Fight.

Use skills ladders for assessment

History medium term planning

Cycle 7 Summer Term 2 - Local History Study - Cadburys

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry A Local History Study Cadburys The development of the brand from the Victorian era to today. Religious influence of the Quakers and influence on Bourneville today. Explore the changes in advertisement, production and distribution.</p> <p>Significant events in history Opening of shop and expansion into manufacturing. 1824 and 1831. Expansion into Bourneville 1879. Development of Bourneville village 1893 Beginning of global production 1921</p>	<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry A Local History Study Cadburys The development of the brand from the Victorian era to today.</p> <p>Explore the changes in advertisement, production and distribution.</p> <p>Significant events in history Opening of shop and expansion into manufacturing. 1824 and 1831. Expansion into Bourneville 1879.</p>	<p>Key Knowledge.</p> <p>Chronology, language of history and historical enquiry A Local History Study Cadburys Explore how chocolate has and where it is made has changed over time.</p> <p>Significant events in history Explore Cadbury's advertisements over time.</p>
<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Recap prior learning about The Victorians; the life and impact of Queen Victoria. The expanding empire and trade. The inventions of the Victorians. Social and economic change. - Explore the modern day Cadburys factory in Bourneville and the product they make. - Explore the timeline of the development of the Cadburys brand and products. Create advertisements for Victorian products. - Explore the impact of religious influence on looking after the working conditions of Cadbury workers. - Explore life in inner city Birmingham during the Victorian era. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Recap prior learning about The Victorians; the life of Queen Victoria. The expanding British empire. The inventions of the Victorians. How life was quickly changing in the Victorian times. - Explore the modern day Cadburys factory in Bourneville and the products they currently make. - Explore images of Cadburys factories and shops from the Victorian era. Create a Victorian sweetshop to make, but and sell Victorian sweets. - Make hot chocolate following the original recipe. 	<p>Lesson Ideas</p> <ul style="list-style-type: none"> - Explore making recipes with chocolate. - Make hot chocolate following the original recipe. - Explore chocolate packaging and changes in products and packaging. - Explore chocolate advertising and how this has changed over time. Being to sort products and packaging. - Explore and experience what it would be like to work on a chocolate production line. - Create a pop up sweet ship. Explore making, selling and shipping products.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the vision of Bourneville to create a better life for the workers. Explore present day Bourneville, making links to the influence from the past. - Use sources to explore the changes in Cadbury products and advertising over time. - Explore the growth of Cadburys over the time and the distribution of its products and the growth into a global brand. 	<ul style="list-style-type: none"> - Make adverts for Victorian sweets. - Explore the products Cadburys made and how these have changed over time. - Explore life in inner city Birmingham during the Victorian era and how John Cadbury wanted to give their workers a better life. Create a Vlog about life in the city and life in Bourneville. - Explore maps and images of Bourneville and how there are still signs of the impact of Cadburys. 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Distribution, Brand, Expansion, Influence, Social Conscience.	Advertising, Influence, Change.	Chocolate, Factory, Job, Sell/Sale.

Use skills ladders for assessment

History medium term planning

Cycle 8 Autumn Term 1 - Vikings

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: The Viking Era Viking raids and Danegeld and settlement. Viking rule in Britain and expansion of territories. The rise and fall of the Vikings and their influence in Britain. Significant events in history One of the first Viking raids in 789 C.E. Raid on Lindisfarne in 793 C.E. British settlement and the capture of York in 866 C.E. 886 C.E formation of Viking territory Danelaw. 1066 Battle of Stamford Bridge Significant individuals in history Alfred the Great Sweyn Forkbeard Canute the Great Harald Harefoot Hardicanute	Key Knowledge. Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: The Viking Era Viking raids and Danegeld and settlement. Viking rule in Britain and expansion of territories. Significant events in history Raid on Lindisfarne in 793 C.E. 886 C.E formation of Viking territory Danelaw. Significant individuals in history Alfred the Great Sweyn Forkbeard Canute the Great	Key Knowledge. Chronology, language of history and historical enquiry The Vikings Begin to recognise describe Viking artefacts. Significant events in history Significant individuals in history Viking clothing and transport. Explore images and artefacts related to Viking clothing and travel.
Lesson Ideas <ul style="list-style-type: none"> – Recap the prior learning about the Vikings: where they came from, longboats and longhouses. – Place the Vikings within a timeline of other eras studied (Stone Age, Anglo-Saxons, Medieval England, Elizabethan Era). – Explore how Viking society was organised as small groups lead by a leader and did not have central organisation or leadership like in Rome. 	Lesson Ideas <ul style="list-style-type: none"> – Recap the prior learning about the Vikings: where they came from, longboats and longhouses. – Place the Vikings within a timeline of other eras studied (Stone Age, Anglo-Saxons). – Explore the Viking raid on Lindisfarne in 793 C.E. Explore how the Vikings attacked the monastery for valuable items. – Explore what Vikings did while raiding a place (burned property, killed, and caused panic). 	Lesson Ideas <ul style="list-style-type: none"> – Explore the clothing of the Vikings compare and contrast to modern clothing. – Explore the food they used and cook some Viking recipes. – Explore the weapons the Vikings used. Create Viking weapons and take part in drama activities related to Viking raids. – Explore Viking art and culture; Norse mythology, gods, symbolism. – Explore images, artefacts and sensory experiences related Viking life in Britain.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> – Explore one of the first Viking raids in 789 CE. Explore the journey of three ships from Hordaland (in modern Norway) to in the Isle of Portland on the southern coast. Leading to the death of Beaduheard, the royal reeve from Dorchester who met the raiders on the coast. – Colour maps to show the origins and destinations of the Viking raids. – Explore the intentions of the Viking raids – to rob gold and items of value. Take part in drama activities / games around invasion. – Create Vlogs / video interviews of Viking raiders. – Explore the Raid on Lindisfarne in 793 C.E and the reasons the Vikings chose monasteries was due to their isolation and artefacts of value. – Explore how, over time, the Vikings began to settle in the North East. Explore the capture of York in 866 C.E and the influence of the Vikings of modern Britain (language and influencing society by increasing trade and the economy). – Explore Viking culture and traditions – Norse mythology, gods, symbolism, Viking funerals. Create Viking art. – Explore the end to the Viking rule across parts of Britain in the Battle of Stamford Bridge. 	<ul style="list-style-type: none"> – Take part in drama activities to explore Viking raids. – Create Vlogs / video interviews of Viking raiders. – Explore how over time some of the Vikings settled in Britain. Explore how they influenced life in Britain today – identify place names, surnames. Explore life in York during the times of the Vikings. – Explore Viking culture and traditions – Norse mythology, gods, symbolism, Viking funerals. Create Viking art and jewellery. 	<p>Explore the materials used to create Viking housing.</p> <ul style="list-style-type: none"> – Explore and take part in activities related to the life of a Viking settlement; cooking, hunting, farming.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Raid, Loot, Attack, Settle, Settlement, Invasion, Trade, Economic Change, Influence.</p>	<p>Raid, Attack, Settle, Settlement, Influence.</p>	<p>Steal, Attack.</p>

Use skills ladders for assessment

History medium term planning

Cycle 8 Autumn Term 2 - The Industrial Revolution

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Ideas, political Power, industry and Empire: Britain 1745-1901: The Industrial Revolution Shift from agrarian and handicraft economy to industry and manufacturing. Technological changes. Division of labour. Economic, political and social changes.</p> <p>Significant events in history 1712- Thomas Newcomen invents the first steam engine. 1761- The Bridgewater Canal 1764- The invention of the Spinning Jenny by James Hargreaves 1811- The first large-scale Luddite riot 1825: The first passenger railway opens 1851-Rural to urban migration</p> <p>Significant individuals in history Isambard Kingdom Brunel Matthew Boulton Joseph Priestley George Stephenson Sir Humphrey Davy James Watt Sarah Chapman</p>	<p>Chronology, language of history and historical enquiry Ideas, political Power, industry and Empire: Britain 1745-1901: The Industrial Revolution Shift from agrarian and handicraft economy to industry and manufacturing. Technological changes. Division of labour.</p> <p>Significant events in history 1712- Thomas Newcomen invents the first steam engine 1764- The invention of the Spinning Jenny by James Hargreaves 1825: The first passenger railway opens 1851-Rural to urban migration</p> <p>Significant individuals in history Isambard Kingdom Brunel James Watt Matthew Boulton</p>	<p>Chronology, language of history and historical enquiry The Industrial Revolution Conditions within the factories and child employment. Answer simple questions about the lives of children during the Industrial Revolution compared to our own.</p> <p>Significant events in history</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Recap the work on Inventions covered previously; key inventions during history. Fire 125,000 BC, The wheel in 3500 B.C, The compass between the 2nd Century B.C. and 	<ul style="list-style-type: none"> - Recap the work on Inventions covered previously; key inventions during history. Fire 125,000 BC, The wheel in 3500 B.C, The compass between the 2nd Century B.C. and 	<ul style="list-style-type: none"> - Explore a variety of machines and tools to complete tasks. - Explore different tools or machines to complete similar activities e.g. sticking paper with glue, tape, stapler etc.

Use skills ladders for assessment

History medium term planning

<p>1st Century A.D, Gunpowder 800AD, Printing Press 1450 AD</p> <ul style="list-style-type: none"> - Recap the impact of these inventions on society and the change they contributed to. - Recap life in Britain over the eras (Anglo-Saxon, Middle Ages etc.) studied and how most people lived in small settlements and lived off the land. - Explore that even in developed cities, life was simple without modern technology. - Explore how transport and work was reliant on animal power. Explore the difference that human, animal and machine (steam) power can have on speed and ability to carry or move objects. - Take part in challenges comparing completing jobs using tools and machines (etc. mixing ingredients with a whisk / mixer – sewing by hand and sewing machine – electric and hand screwdriver etc.) - Explore the impact of the Spinning Jenny on work and the development of factories. - Place images of key inventions into a timeline. - Explore the changes of work from working the land to working in factories. Explore images of Victorian factories and those still standing in Birmingham. - Explore the impact on the development of cities and rural to urban migration and the impact of the living conditions of workers. - Explore the life and influence of significant individuals in the industrial revolution. Explore their inventions and legacy. 	<p>1st Century A.D. Explore the impact of these inventions on the lives of people.</p> <ul style="list-style-type: none"> - Recap what life was before the industrial revolution, life was simple without modern technology. - Explore how we use technology in our lives – create a list / picture map of all the technology we use every day. Explore how life would be different without technology. - Explore how transport in the past was reliant on animal power. Explore ways in which animals were used to help farming and movement of goods. - Explore development of the steam engine and the impact it had on travel. Explore how people could travel faster. Explore the sights and sounds of the steam age. - Explore the impact of steam trains on tourism and the development on seaside towns and the tourism industry. Create tourist brochures for Victorian reports. - Explore some key inventions of the industrial revolution. - Explore life of working in factories and the conditions for those working in a factory. Explore the sights and sounds of working within a busy factory. - Explore the life and influence of significant individuals in the industrial revolution. Explore their inventions and life. 	<ul style="list-style-type: none"> - Explore different tools around the classroom; scissors, IWB, iPads etc. - Explore different tools around the school; knives, blenders, fire extinguishers etc. - Explore different tools around the local community; cars, diggers, crossings etc. - Explore tools or inventions we use at home. - Explore inventions that change our lives; TV, Airplanes etc. - Explore the sights and sounds of the steam age.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Inventor, Invention, Change, Revolution, Labour, Economic, political and social change.</p>	<p>Inventor, Invention, Change, Work.</p>	<p>Tool, Job, Work.</p>

Use skills ladders for assessment

History medium term planning

Cycle 8 Spring Term 1 - Greek Civilisation		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Ancient Greek Civilisation The golden age: government, science, philosophy, religion, and art and their influence on western civilisation. Significant events in history Archaic period: the introduction of democracy (508 BC). Athens and Sparta. The rise of Sparta; The Peloponnesian War (431-404 B.C.). The impact of Greek culture. Significant individuals in history Hippocrates Sappho Socrates Plato Aristotle	Key Knowledge. Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Ancient Greek Civilisation The golden age: government, science and art and their influence on western civilisation. Significant individuals in history Hippocrates Plato Aesop	Key Knowledge. Chronology, language of history and historical enquiry Ancient Greece Begin to recognise obvious distinctions between the Ancient Greek architecture and modern buildings.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Recap prior learning related to Ancient Greece; location, architecture, lifestyle, clothing. 	<ul style="list-style-type: none"> - Recap prior learning related to Ancient Greece; location, architecture, lifestyle, clothing. 	<ul style="list-style-type: none"> - Create and explore Greek culture; Architecture, Art; sculptures, frescos. - Recreate Ancient Greek statue poses.

Use skills ladders for assessment

History medium term planning

- Place Ancient Greece in the timeline of British historical eras already studied.
- Explore life in Ancient Greece before 508 BC, how only a select few could make political decisions.
- Explore how the Athenian leader Cleisthenes introduced a system of political reforms “rule by the people” which was the first known democracy in the world.
- Explore modern democracy in the UK. Link to School Council and local elections. Complete games / drama activities to explore democracies and autocracies.
- Explore other periods in history that have been studied (Ancient Egypt, Mayans where there was not a democracy in place).
- Explore how Greek democracy worked: Each year 500 names were chosen from all the citizens of ancient Athens. Those 500 citizens had to actively serve in the government for one year.
- Explore the soldier state of Sparta – explore the weapons and armour they used (aspis, dory and xiphos).
- Explore the society and social classes; Spartain, Perioikoi and Helot. Compare and contrast with other civilisations covered previously.
- Explore how boys left their families and trained for 23 years to become a soldier and how the army was organised and fought. Take part in Spartan soldier drills.
- Explore the Peloponnesian War the Spartans fought with Athenians.
- Explore the impact of the Greeks on how we think today (poetry, philosophy, science).

- Place Ancient Greece in the timeline of British historical eras already studied.
- Explore democracy in the UK. Link to School Council and local elections and how not all countries have a democracy. Explore activities and games linked to democracy and autocracy.
- Explore how the Athenian leader Cleisthenes introduced a system “rule by the people”
- Explore the soldier state of Sparta – explore the weapons and armour they used (aspis, dory and xiphos).
- Explore life in Sparta for boys and girls.
- Explore how Spartan soldiers fought battles. Take part in Spartan soldier drills.
- Explore the impact of the Greeks on how we think today (poetry, philosophy, science).
- Explore the life and impact of significant Greeks.

- Explore Greek culture, explore and perform Greek plays.
- Explore Aesop fables through sensory stories.
- Explore and make monsters from Greek literature.
- Explore Greek soldiers, create Greek weapons and armour. Take part in Spartan soldier drills and training.
- Make a Parthenon using spaghetti pasta and marshmallow
- Compare Ancient Greek and modern architecture.

Use skills ladders for assessment

History medium term planning

- Explore the life and impact of significant Greeks.		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Democracy, Civilisation, Impact, Influence, State, Culture, Ancient.	Democracy, Civilisation, Ancient, Influence.	Ancient, Art.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore how before the war Great Britain, Germany, Austria-Hungary and Russia had empires they wanted to protect and there was high tension at the time. - Explore the beginning of the World War; due to the death of Franz Ferdinand, Austria-Hungary declared war on Serbia. Russia got involved because Russia had an alliance with Serbia. Germany then declared war on Russia because Germany had an alliance with Austria-Hungary. Britain declared war on Germany because of its invasion of neutral Belgium. Britain had agreements to protect both Belgium and France. Place pictures of events in a chronological timeline. - Explore the sizes of the armies from each country. Create new reports about the beginning of the war. - Explore how people across the British Empire served in the war. Created coloured maps about the countries involved in the conflict. - Explore how Britain recruited soldiers for the war through recruitment posters. Create new recruitment posters. - Explore life and conditions on the frontline; trench warfare, life in the trenches – Create a model trench. Explore shell shock and how soldiers were treated medically on the battlefield and at home. - Explore the weaponry of WW1; tanks, zeppelin, mustard gas, artillery. - Explore the Battle of the Somme and the casualties of the battle and the war in total. Explore some war poetry. - Explore the leaders of during the war. 	<ul style="list-style-type: none"> - Explore how the war involved the countries of Great Britain, Germany, Austria-Hungary and Russia. Create colour coded maps of the nations involved. Explore the sizes of the armies from each country. - Explore on maps where the main fighting took place during WW1. Explore images of the battle sites. - Explore how Britain recruited soldiers for the war through recruitment posters. Create recruitment posters. - Explore life on the frontline; trench warfare, life in the trenches – Create a model trench. - Explore the weaponry of WW1; tanks, zeppelin, mustard gas, artillery. Sort images of weaponry into the correct era e.g. Anglo-Saxon and WW1. - Explore the uniform worn by the soldiers, compare to uniform from other eras. - Explore the food eaten by soldiers on the front line. Recreate some soldier’s meals. - Explore the sights and sounds of the battlefield. - Explore the key leaders during the war. - Explore how the war ended on November 11, 1918 and we commemorate this day today. 	<ul style="list-style-type: none"> - Explore the uniform worn by soldiers during WW1. - Explore objects and artefacts related to WW1. - Explore sensory experiences of conflict and war in the trenches. - Build models or large scale models of trenches to explore how life was like for soldier. - Explore the food soldiers ate in the war. Recreate some meals soldiers ate. - Explore objects and artefacts related to remembering WW1 – create Poppy art. - Visit a local war memorial or the National War memorial. - Take part in remembrance activities.
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Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore how Germany were forced to seek armistice in November 11, 1918 and how the Treaty of Versailles led to Germany to pay reparations and disarm. - Explore how we remember Armistice Day today. 		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Conflict, Empire, Reparations, Propaganda, Armistice, Alliance.	Conflict, Empire, Propaganda, Armistice.	War, Fighting, Death, Loss, Funeral.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the economic crash and the impact of The Great Depression on the lives of Americans. - Explore the slave trade. Explore the history of and abolition of slavery in America. - Explore the Jim Crow laws and how America was racially segregated. - Explore how the civil rights movement began in the 50s. - Explore the life and impact of key individuals within the civil rights movement including Martin Luther King, Jr and Rosa Parks. - Explore the March on Washington and the signing of the Civil Rights Act in 1964. 	<ul style="list-style-type: none"> - Explore how The Great Depression meant millions of Americans lived in poverty. Explore the life of someone in poverty in the 20's and 30's – clothing and diet. Cook some Depression Era meals; Potato soup – water base, not milk, Dandelion greens salad, Bean soup, Rag soup. - Explore how America was racially segregated in the past. Explore how life was different if you were black in America. Compare to life today and people's rights today. - Explore the lives of Martin Luther King, Jr and Rosa Parks and how they made change to segregation in America. - Explore the March on Washington and how peaceful protest created change. 	<ul style="list-style-type: none"> - Explore the importance of treating people fairly and making sure we equally share things. - Explore and celebrate how we are different. - Explore how we can work together to do jobs or make things better. - Explore through our class charter how we all have rights.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Prosperity, Economic Depression, Economy, Boom and Bust. Segregation, Social Movement.	Financial, Economy, Change, Prosperity.	Difference, Similar, Rights, Fair

Use skills ladders for assessment

History medium term planning

Cycle 8 Summer Term 2- Ancient Egyptian Civilisation

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Ancient Egypt Civilisation. The rise and fall of Egyptian civilisation. Expansion and fall of the empire. Egyptian society and beliefs. Significant events in history Early Egypt – 3100- 2600 BC. United Egypt under the first pharaoh Menes. Old Kingdom 2600 -2100 BC. Creation of the pyramids. 332 BC when Egypt was conquered by the Greeks. Significant individuals in history Pharaoh Menes Pharaoh Djoser Pharaoh Tutankhamun Alexander the Great	Key Knowledge. Chronology, language of history and historical enquiry Consolidating and extending pupils' chronological knowledge from before 1066: Ancient Egypt Civilisation. The rise and fall of Egyptian civilisation. Expansion of the empire. Significant events in history Early Egypt – 3100- 2600 BC. United Egypt under the first pharaoh Menes. Old Kingdom 2600 -2100 BC. Creation of the pyramids. Significant individuals in history Pharaoh Menes Tutankhamun Alexander the Great	Key Knowledge. Chronology, language of history and historical enquiry Ancient Egypt Begin to answer Describe images and artefacts related to Ancient Egypt. Significant individuals in history Ancient Egypt Explore artefacts related to Egyptian art and culture.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore early Egypt and early settlement by the Nile. Explore that over time, there was the development of small villages, eventually leading to the development of two kingdoms in the north and south. - Explore the pharaohs and how they ruled over the kingdoms. Explore how Pharaohs were believed to be gods on Earth. - Explore the Pharaoh Menes who was the first pharaoh to unite both north and south kingdoms. 	<ul style="list-style-type: none"> - Explore the pharaohs and how they ruled over the kingdoms. Explore how Pharaohs were believed to be gods on Earth. - Explore the difference between the lives of the pharaohs and the farmers / slaves. - Explore life in Ancient Egyptian society and the jobs people had: farmers, craftspeople pharaohs. - Explore how different people lived. - Explore ancient Egyptian culture; art, clothing, sport and leisure. Take part in Egyptian games. 	<ul style="list-style-type: none"> - Explore and identify the use of ancient Egyptian artefacts; chalice, wig, sandals, socks, mirror, hammer, board game. - Through drama activities, explore the life of a pharaoh and slave. Explore what items they may own. - Explore Egyptian architecture and begin to differentiate between ancient Egyptian architecture and modern architecture. - Explore Egyptian culture; use of hieroglyphics. - Explore life in ancient Egypt – heat, sand, sounds, and materials.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore Ancient Egyptian society and the jobs people had and the hierarchy: farmers, craftspeople, doctors, priests, pharaoh. Create a day in the life fact file for each person in Ancient Egypt. - Explore the role of slaves and how the Pharaohs amassed great wealth. - Explore how they built the pyramids and their reasons and the role of pyramids. - Explore death in ancient Egypt. - Explore ancient Egyptian culture; art, clothing, sport and leisure. Take part in Egyptian games. - Explore length of the rule of pharaohs over ancient Egypt. Explore the fall of the Egyptian empire when Antony and Cleopatra were defeated by Augustus. Place into a large timeline. 	<ul style="list-style-type: none"> - Explore how they built the pyramids and the reasons for building them. - Explore death in ancient Egypt. 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Empire, Civilisation, Hierarchy, Settlement, Unite, Afterlife.	Settle, Ruler, Leader, Slave.	Tool, building.

Use skills ladders for assessment

History medium term planning

Cycle 9 Autumn term 1 - Great People who have influence the world

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Chronology, language of history and historical enquiry Challenges for Britain, Europe and the Wider World post 1901: Great People Key events in their lives. The impact they have had on the world. Their legacy and influence on others. Identify their relevance in broader historical contexts. Significant events in history Select some of the great people to study. Focus on their impact on the world and their legacy. Significant individuals in history Queen Elizabeth II Bill Gates Neil Armstrong Gertrude Bell Alan Turing Ernest Shackleton Nelson Mandela Emmeline Pankhurst Helen Keller Mohandas Gandhi	Key Knowledge. Chronology, language of history and historical enquiry Challenges for Britain, Europe and the Wider World post 1901: Great People Key events in their lives. The impact they have had on the world. Their legacy and influence on others. Significant events in history Significant individuals in history Queen Elizabeth II Bill Gates Neil Armstrong Gertrude Bell Alan Turing Ernest Shackleton Nelson Mandela Emmeline Pankhurst Helen Keller Mohandas Gandhi	Key Knowledge. Chronology, language of history and historical enquiry Significant people in our wider lives. Explore significant people in our past from wider lives. Recognise and answer simple questions about them. Significant individuals in history People from the past, outside of our families who have had an influence on our lives
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Select a significant individual or individuals that have influenced the world Post 1901. - Complete independent research individually and in groups. Share the presentation with others. - Select a theme to explore other significant people e.g. rulers, technology, civil rights leaders etc. 	<ul style="list-style-type: none"> - Select a significant individual that has influenced the world Post 1901. - Complete independent research individually and in groups. Share the presentation with others. - Select a theme to explore other significant people e.g. rulers, technology, civil rights leaders etc. 	<ul style="list-style-type: none"> - Explore and identify people that are important in our lives; family, teachers, and health care professionals. - Explore individuals who are well known to the children; actors, musicians etc. - Through sensory stories explore the lives of some individuals who have led change or have done significant things in their lives.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Bring links between the individual studied and other individuals, their legacy wider impact. - Use a range of sources. - Create a fact file. - Create a presentation / display. - Create a podcast. - Create a Vlog. - Create a website. 	<ul style="list-style-type: none"> - Bring links between the individual studied and other individuals, their legacy. - Use a range of sources. - Create a fact file. - Create a presentation / display. - Create a podcast. - Create a Vlog. - Create a website 	<ul style="list-style-type: none"> - Explore the achievement of arrange of individuals e.g. Edmund Hillary – explore artefacts linked to climbing / explore the conditions on a mountain. Henry Ford – explore the changes in cars (noise, shape etc.).
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Influence, Impact, Legacy, Influence, Identity.	Influence, Impact, Identity.	Important, Change.

Use skills ladders for assessment

History medium term planning

Cycle 9 Autumn term 2 - Travel, industry and The British Empire.

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Ideas, political Power, industry and Empire: Britain 1745-1901 – Travel and Transport The influence of transport on the movement of goods and people. Changes to the UK and cities. Urbanisation and shifts to the economy. The growth of UK manufacturing and the British empire. The impact and legacy of the British empire.</p> <p>Significant events in history Golden age of canals; James Brindley and Thomas Telford.</p> <p>Steam power – steamships and the growth of the railways.</p> <p>Growth of tourism and British tourist resorts</p> <p>Significant individuals in history James Brindley, Thomas Telford. George Stephenson</p>	<p>Chronology, language of history and historical enquiry Ideas, political Power, industry and Empire: Britain 1745-1901 – Travel and Transport The influence of transport on the movement of goods and people. Changes to the UK and cities. Urbanisation and shifts to the economy. The growth of UK manufacturing and the British empire and trade.</p> <p>Significant individuals in history Thomas Telford. George Stephenson</p>	<p>Chronology, language of history and historical enquiry Transport Through Time Begin to identify old and new forms of transport.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore the growth of the British Empire from 1757, making India an official colony, expansion into Africa in the 19th century. Create maps of the British Empire. - Recap the work on the Industrial Revolution and the expansion of, trade and population. - Explore the building of the Bridgewater Canal in 1776 to take coal into Manchester from coal mines at Worsley. 	<ul style="list-style-type: none"> - Recap the work on the Industrial Revolution and the expansion of inventions, trade and population. - Explore the building of canals – how they were build and the reasons for them. Explore how horses pulled barges and could pull large weights. - Explore maps of Birmingham and the canals going into the city centre. Colour maps of the 	<ul style="list-style-type: none"> - Explore crafts and making products that were made in Birmingham (colouring, cutting, sticking buttons, jewellery, pottery etc.) - Explore ways of moving the products around the classroom / school. Set up models the help explore this – model trains, ships etc. - Explore the objects that were made in Birmingham historically. Explore the buildings they were made in.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the golden age of canals, leading to 4000 miles of canals being built across the UK. Explore the canals across Birmingham (their routes, where they lead to etc.). Visit a local canal. - Explore how this facilitated the movement of products across out of Birmingham. - Explore manufacturing in Birmingham (city of a thousand trades). - Explore weapon making in Birmingham. Explore how weapons were made in Birmingham and then shipped across the work for The Napoleonic Wars and colonisation in Africa. - Explore the evolution and growth of the railways from the horse drawn Swansea and Mumbles railway in 1807. To the first commercially successful steam locomotive, Salamanca, built in 1812. Explore the impact on travel times across Britain. Create timetables of the differing journey times (e.g. by foot, horse, train, etc. to differing cities. - Explore the shipments of products around the UK, growth of trade. Create a game or activity to demonstrate how raw ingredients are moved around to create products that are then shipped. - Explore the development of the steamship from the Aaron Manby crossing the channel to the SS Savannah making the first transatlantic crossing. - Explore the impact on wider travel / immigration and worldwide trade. 	<p>canals across the city centre and across West Midlands.</p> <ul style="list-style-type: none"> - Explore manufacturing in Birmingham (city of a thousand trades). Explore the products that were made (buttons, jewellery, guns). - Explore the evolution and growth of the railways from the horse drawn Swansea and Mumbles railway in 1807. To the Liverpool and Manchester Railway. Explore how products could be shipped quickly across the UK. Create an activity where children experience making and shipping a product within school. - Explore the Victorian railway expansion in Birmingham. Explore the impact on travel times across Britain/ Birmingham. Colour in maps of the rail stations and railways across Birmingham and its suburbs. Explore how rail travel allowed people from the city to visit attractions for the day (e.g. Sutton Park). Explore the sights and sounds of rail travel during the steam age. - Explore the development of the steamship and compare steamships to ships that relied on sails. Explore the journeys people could make around the world that couldn't be made previously. Colour maps with the large ports in the UK where ships sailed from. - Explore the Titanic and transatlantic travel. 	<ul style="list-style-type: none"> - Explore how we can move using water, rivers, canals, sea. Explore the sights, sounds of travel by water. Explore water safety. - Explore the sights and sounds of rail travel.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Network, Distribution, Growth, Expansion	Revolution, Expansion, Trade	Travel, Rail, Water.

Use skills ladders for assessment

History medium term planning

Cycle 9 Spring term 1 - Crime and Punishment

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Ideas, political Power, industry and Empire: Britain 1745-1901 - Crime and Punishment Rule of Law Crime, punishment and penalties Development of the criminal courts Development of policing Significant individuals in history Sir Robert Peel John Fielding and the Bow Street Runners</p>	<p>Chronology, language of history and historical enquiry Ideas, political Power, industry and Empire: Britain 1745-1901 - Crime and Punishment Rule of Law Crime, punishment and penalties Development of policing Significant individuals in history Sir Robert Peel</p>	<p>Chronology, language of history and historical enquiry Crime and Punishment Answer simple questions how lives of people in the past are different to our own in relation to punishment</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore rules. Explore who makes sure we follow rules and the consequences for breaking rules (e.g. being loud in a library). - Explore laws, and who insures we follow laws and the difference between rules and laws. - Explore crime, typically theft that increased as populations increased alongside poverty. - Explore punishment in the UK 1745 to 1901 – hard labour, the crank and treadmill. Have children experience these types of work / punishment. - Explore how convicts were transported. - Explore life in prison during the Victoria era. - Explore the Bloody Code and the crimes which lead to capital punishment – murder, stabbing or shooting at any person, burglary, theft, forgery, damaging property. Create wanted posters. 	<ul style="list-style-type: none"> - Explore rules. Explore who makes sure we follow rules and the consequences for breaking rules (e.g. being loud in a library). - Explore laws, and who insures we follow laws. Explore how police keep us safe. - Explore punishment in the UK in the past- prison, hard labour. - Have children perform some punishments. - Explore life in prison during the Victoria era. Compare to prison life today. Explore the food, living condition. - Explore how convicts could have been transported. - Create a drama activity to demonstrate a court room and punishment. Create wanted posters. - Explore how for some crimes there was capital punishment; hanging was typical. 	<ul style="list-style-type: none"> - Explore the class rules and class charter. Explore who makes sure we keep safe and follow rules (fire, police, teachers etc.) - Explore rules how we keep safe in school, at home and in the community. - Explore punishment in the past – explore life in a Victorian jail – food, labour, conditions. - Explore the changes in policing from the Victorian period to today – uniform, equipment etc.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore methods of capital punishment; hanging was typical, burned at the stake (treason / religious offenses), displaying the body or parts in the gibbets. - Explore the Bow Street Runners and the development of the first English police force in London to improve public order. - Explore how justice can be traced back to the Anglo-Saxon period. Explore how courts in the Victoria era would try and convict criminals. 	<ul style="list-style-type: none"> - Explore how Police force was developed to keep law and order. Explore what equipment a Victorian policeman would carry compared to modern police. 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Try, Convict, Imprison, Prisoner, Crime, Punishment, Deterrent.	Convict, Imprison, Prisoner, Crime, Punishment.	Police, Safe, Punishment, Danger.

Use skills ladders for assessment

History medium term planning

Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore the countries that made up the axis and allies and the invasion of Poland which led to the outbreak of war. - Explore the path of the German forces across Europe, including France. Create coloured maps to show the movements. - Explore the equipment of a soldier, compare and contrast to WW1. - Explore the weaponry of warfare and compare and contrast with WW1. - Explore the Battle of Britain and potential invasion of Britain – explore the aircraft and use of radar by the British. Create a news report / news podcast. - Explore the Blitz and rationing. Explore propaganda and support posters at home. - Explore the attack on Pearl Harbour and USA joining the war. - Explore the Holocaust and Hitler’s intentions. - Explore D-Day and the Normandy Invasion leading to Victory in Europe. - Explore the atomic bombing in Japan leading to the end of the war. 	<ul style="list-style-type: none"> - Explore the some of the countries of involved in the war; Britain, Germany. Soviet Union and USA. Colour code maps. - Explore the equipment of a soldier in WWII. - Explore the weaponry of warfare in WWII. - Explore how Germany took over large parts of Europe and wanted to invade Britain. - Explore the Battle of Britain and how planes were used to bomb Britain. Create model planes to simulate dog fights. - Explore how children were evacuated during the war. Create a drama to recreate evacuation. - Explore how Britain and USA lead an invasion into France Victory in Europe. 	<ul style="list-style-type: none"> - Explore life as a soldier, explore routines (drill, clothing, weapons, food and how it was prepared). - Explore some of the equipment used in war; tanks, planes, boats. - Through sensory experiences, explore how planes were used to bomb Britain and how people took shelter. - Explore how rationing in Britain changed how people ate. Explore and create recipes that were used in the war. - Explore how some children were evacuated to the country. Explore the differences between the country and the cities during war.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Axis, Allies, Conflict, Negotiation, Warfare.	Conflict, War, Warfare, Victory, Defeat.	Fight, Soldier, Safe, Danger.

Use skills ladders for assessment

History medium term planning

Cycle 9 Summer term 1 - The Tudors

Cycle 9 Summer term 1 - The Tudors		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry Development of Church, state and society in Medieval Britain 1509-1745: Tudors The Tudor family and Henry VIII The court of Henry VIII. Henry VIII's foreign policy. Reformation and its impact. The Dissolution of the Monasteries.</p> <p>War of the Roses 1455 to 1487 Invasion of France, in 1512 Battle of the Spurs 1513 1533 Reformation. 1539 Statute of Proclamations</p> <p>Significant individuals in history Thomas Wolsey Thomas Cromwell Catherine of Aragon. Anne Boleyn Jane Seymour Anne of Cleves Kathryn Howard Catherine Parr</p>	<p>Chronology, language of history and historical enquiry Development of Church, state and society in Medieval Britain 1509-1745: Tudors The Tudor family and Henry VIII The court of Henry VIII. Reformation and its impact.</p> <p>1533 Reformation. 1539 Statute of Proclamations</p>	<p>Chronology, language of history and historical enquiry</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore the Tudor period in other periods already studied (Stone Age, Anglo-Saxon, Vikings, Middle Ages, Elizabethan, Victorian). - Explore kings and queens from eras already studied to place into the Tudors into a chronological timeline. - Explore the Tudor monarchs. Create a visual timeline. 	<ul style="list-style-type: none"> - Explore the Tudor period in other periods already studied (Stone Age, Anglo-Saxon, Vikings, Middle Ages, Elizabethan, Victorian). - Explore kings and queens from eras already studied to place into the Tudors into a chronological timeline. - Explore the Tudor monarchs. Explore their castles and homes. 	<ul style="list-style-type: none"> - Explore Henry VIII's lifestyle; his hobbies and pastimes. Recreate some of his hobbies; tennis, jousting, hunting. - Explore the food of the Tudor times; take part in a Tudor feast. Create some Tudor recipes. - Explore the weapons and armour used by a Tudor knight. - Explore Tudor castles. Build a model castle.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the Wars of the Roses, (1455–85). Explore warfare during the Tudor times, the weaponry used and the organisation of armies. Recreate a Tudor battle. - Explore life of a king or knight in the Tudor times. Explore suits of armour. - Explore Henry VIII's family, children and wives. - Explore Henry VIII's lifestyle; hobbies, food, dress, houses etc. - Explore the development of the navy by Henry VIII and Tudor warships. Explore Tudor warships. - Explore how Henry VIII broke away from the Catholic Church, creating his own Church of England and naming himself the head. 	<ul style="list-style-type: none"> - Explore warfare during the Tudor times, the weaponry used and the organisation of armies. Explore Tudor armour. - Explore Henry VIII's wives. Create a visual timeline. - Explore Henry VIII's lifestyle; his hobbies and pastimes. Recreate some of his hobbies; tennis, jousting, hunting. - Explore the food of the Tudor times; take part in a Tudor feast. Create some Tudor recipes. - Explore Tudor clothing and dress, - Explore life in a Tudor castle during war. - Explore how Henry VIII created the Church of England. 	<ul style="list-style-type: none"> - Explore Tudor clothing and dress,
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Reformation, Court, Medieval,	Reform, Court, Change.	Hobbies, Castle, Armour.

Use skills ladders for assessment

History medium term planning

Cycle 9 Summer term 2 - A Local History Study

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Chronology, language of history and historical enquiry A Local History Study: The History of Birmingham Pre-history and Medieval – initial settlement and development of a market town. Early modern and the industrial revolution - Midlands Enlightenment Significant individuals in history Peter de Bermingham Erasmus Darwin Matthew Boulton James Watt Joseph Priestley Josiah Wedgwood Rowland Hill Joseph Chamberlain</p>	<p>Chronology, language of history and historical enquiry A Local History Study: The History of Birmingham Pre-history and Medieval – initial settlement and development of a market town. Early modern and the industrial revolution – manufacturing and trade. Significant individuals in history Peter de Bermingham Matthew Boulton Joseph Priestley Rowland Hill Joseph Chamberlain</p>	<p>Chronology, language of history and historical enquiry A Local History Study: The History of Birmingham Answer simple questions how Birmingham has changed over time.</p>
Lesson Ideas	Lesson Ideas	Lesson Ideas
<ul style="list-style-type: none"> - Explore Birmingham today. Explore the city and suburbs. Explore how Birmingham has changed in living memory. - Explore information from a range of people about Birmingham in the past. - Explore the life in a small medieval market town. Explore how Peter De Bermingham gave the right to hold a weekly market in the town. Explore the items people made and traded; wool, leather, metal. - Explore how leather was made in Birmingham and traded. - Explore the population growth of the Birmingham over time. 	<ul style="list-style-type: none"> - Explore Birmingham today. Explore the city and suburbs. Explore how Birmingham has changed in living memory. - Explore information from a range of people about Birmingham in the past. - Explore the life in a small medieval market town. Explore how a market would bring people to Birmingham. - Explore how items like woollen and leather clothing was made in Birmingham. - Explore the growth of the Birmingham and the growth in population. - Explore key individuals within the history of the industrial revolution in Birmingham. 	<ul style="list-style-type: none"> - Explore Birmingham today. Explore the city and suburbs. Explore how Birmingham has changed through images and videos. - Explore why people travel to Birmingham. - Explore shops and markets in Birmingham. - Explore where children live in Birmingham. - Explore key landmarks of Birmingham.

Use skills ladders for assessment

History medium term planning

<ul style="list-style-type: none"> - Explore the Lunar Society and their impact on innovation and development. - Explore ways in which we celebrate people important to Birmingham. - Explore key individuals within the history of Birmingham. - Explore recent changes to Birmingham, recent immigration and the impact on our culture. 	<ul style="list-style-type: none"> - Explore recent changes to Birmingham, recent immigration and the impact on our culture. - Explore key landmarks of Birmingham. 	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Enlightenment, Revolution, Adaptation, Growth, Trade, Industry, Migration, Identity, Culture.	Revolution, Adapt, Growth, Trade, Migration,	Shop, Sell, Tourist, Visit.

Use skills ladders for assessment