**Medium Term Planning 2021/22**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Nursery | | | Subject | | History | | | Academic Year 2021/22 | |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary | |
|  | | | | • Communication – Talk about own immediate family and relations and pets. • Observe - In pretend play, imitates everyday actions and events from own family and cultural background. • Describe – Events in their own life. • Research – Can ask questions to develop their own understanding. • Vocabulary – Beginning to understand some talk about immediate past and future. | | | | | Old, New First, Next, Same, different | |
|  | | *I wonder what makes me so special?* | *I wonder why we celebrate?* | | *I wonder what changes in winter?* | | *I wonder how plants grow?* | *I wonder who lives there?* | | *I wonder why trees are green?* |
|  | | Sequence of Learning | Sequence of Learning | | Sequence of Learning | | Sequence of Learning | Sequence of Learning | | Sequence of Learning |
| 1 | | Talk about the people who live with us | Explore festivals and family traditions from different cultures inc Christmas, Diwali, Hanukkah | | Exploring school’s grounds and observing seasonal changes over time. | | Exploring family traditions of Shrove Tuesday | Exploring how animals grow over time | | Recount and share family experiences of holidays in the UK and abroad |
| 2 | | Begin to understand our extended family | Remembrance Day | | Explore the festival and family traditions of Lunar New Year | | Explore festivals and family traditions from different cultures inc: Easter, Holi and Ramadan |  | |  |
| *General learning throughout the year:*  Through interactions talking about what they did yesterday, last week, last year.  Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday’s – throughout the year.  Learning about the family traditions of children in class from different cultural backgrounds.  Learning Feedback times – talking about learning from the previous day / week. | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Reception | | | Subject | | History | | | Academic Year 2021/22 | |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary | |
| • Communication – Talk about own immediate family and relations and pets. • Observe - In pretend play, imitates everyday actions and events from own family and cultural background. • Describe – Events in their own life. • Research – Can ask questions to develop their own understanding. • Vocabulary – Beginning to understand some talk about immediate past and future. | | | | • Communication – talk about key events, in own lives, about family, friends, other people including significant people. • Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. • Describe – features of objects, people, places at different times, make comparisons. • Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers. • Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. • Vocabulary – language of time when talking about past/present events in their own lives. | | | | | Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same | |
|  | | *I wonder what makes me so special?* | *I wonder why we celebrate?* | | *I wonder what changes in winter?* | | *I wonder how plants grow?* | *I wonder who lives there?* | | *I wonder why trees are green?* |
|  | | Sequence of Learning | Sequence of Learning | | Sequence of Learning | | Sequence of Learning | Sequence of Learning | | Sequence of Learning |
| 1 | | Talk about our families and our extended family | Exploring school’s grounds and observing seasonal changes over time. | | Exploring school’s grounds and observing seasonal changes over time. | | Exploring family traditions of Shrove Tuesday | Exploring animal life cycles and discussing change over time | | Talk about how we have changed during the year. What can we do now that we couldn’t do at the beginning of the year? |
| 2 | | Thinking about changes in our life as we grow and get older. | Explore festivals and family traditions from different cultures inc Christmas, Diwali, Hanukkah | | Explore the festival and family traditions of Lunar New Year | | Explore festivals and family traditions from different cultures inc: Easter, Holi and Ramadan |  | | Recount and share family experiences of holidays in the UK and abroad |
| 3 | | Look at our school grounds and the history/changes within our school. | Remembrance Day | |  | | How has life changed e.g., Jack and the Beanstalk vs now |  | |  |
| 4 | | Explore, compare and contrast toys past and present |  | |  | |  |  | |  |
| *General learning throughout the year:*  Through interactions talking about what they did yesterday, last week, last year.  Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday’s – throughout the year.  Learning about the family traditions of children in class from different cultural backgrounds.  Learning Feedback times – talking about learning from the previous day / week.  Sharing stories from our parents and grandparents time – i.e., Dogger, | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 1 | | Subject | | History | Academic Year 2021/22 | | |
| Prior Knowledge | | | | End Point | | | Key Vocabulary | | |
| • Communication – talk about key events, in own lives, about family, friends, other people including significant people. • Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. • Describe – features of objects, people, places at different times, make comparisons. • Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers. • Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. • Vocabulary – language of time when talking about past/present events in their own lives. | | | | * Recognise the distinction between past and present. * Order and sequence some familiar events and objects. * Identify some similarities and differences between ways of life at different times. * Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. * Retell some events from beyond their living memory which are significant nationally or globally. * Describe some changes within their living memory (including aspects of national life where appropriate). * Make simple observations about different people, events, beliefs and communities. * Use sources to answer simple questions about the past. * Identify some of the basic ways in which the past can be represented. * Choose parts of stories and other sources to show what they know about the past. * Describe special or significant events. * Retell simple stories or events from the past. * Use simple historical terms. | | | Yesterday Today Tomorrow Same Different Change | | |
|  | Sequence of Learning : Robots | | Sequence of Learning : Fire Fire | | Sequence of Learning: Growth and Green Fingers | | | Sequence of Learning : Family Album | Sequence of Learning : The Great Outdoors |
|  |  | | Events beyond living memory - Great Fire of London | |  | | | Changes within living memory | N/A |
| 1 | N/A | | To know where London is and what it looked like. | | N/A | | | To understand the period of time I have lived for. | N/A |
| 2 | N/A | | What was London like in the past (people / houses / way of life? | | N/A | | | To understand how I have changed over time. | N/A |
| 3 | N/A | | To know that there are others sources we can use to imagine what life was like then. | | N/A | | | To understand events that have occurred in our life time. | N/A |
| 4 | N/A | | To understand what happened to London during the’ Great Fire’ and why the fire spread so quickly. | | N/A | | | To understand who the people in our family are. What are birthdays and how were they celebrated in the past. | N/A |
| 5 | N/A | | To be able to put the events into chronological order. | | N/A | | | To understand what toys were like in the past. | N/A |
| 6 | N/A | | To know who Samuel Pepys was and what his importance was. | | N/A | | | To know who the Royal family are and the types of toys they played with in the past. | N/A |
| Quiz Questions |  | |  | |  | | |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 1 /2 | Subject | | | History | | Academic Year 2021/22 |
| Prior Knowledge | | End Point | | | | | | Key Vocabulary |
| **Year 1**• Communication – talk about key events, in own lives, about family, friends, other people including significant people. • Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. • Describe – features of objects, people, places at different times, make comparisons. • Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers. • Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. | | **Year 1 End Point/ Year 2 Prior Knowledge**   * Recognise the distinction between past and present. * Order and sequence some familiar events and objects. * Identify some similarities and differences between ways of life at different times. * Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. * Retell some events from beyond their living memory which are significant nationally or globally. * Describe some changes within their living memory (including aspects of national life where appropriate). * Make simple observations about different people, events, beliefs and communities. * Use sources to answer simple questions about the past. * Identify some of the basic ways in which the past can be represented. * Choose parts of stories and other sources to show what they know about the past. * Describe special or significant events. * Retell simple stories or events from the past. * Use simple historical terms.   **Year 2 End Point**   * Order and sequence events and objects. * Recognise that their own lives are similar and / or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. * Develop awareness of significant historical events, people and places in their own locality. * Ask and answer simple questions about the past through observing and handling a range of sources. * Consider why things may change over time. * Recognise some basic reasons why people in the past acted as they did. * Choose parts of stories and other sources to show what they know about significant people and events. * Talk about what / who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts. | | | | | | yesterday, today, tomorrow, same, different, change, past, present, future, important, event, era, artefacts, time order, old, new, sources, order, passing of time, before, after, a long time ago, first, then, after that, finally, after, a bit later, in the beginning explorer, source, evidence, similar, chronological order, compare, now, then, penny lick, Victorian times, Victorians |
|  | Sequence of Learning: The places where I live | | | Sequence of Learning: Penguins, Pigs and Possums - | Sequence of Learning: Explorers | | Sequence of Learning: Growth and Green Fingers - Observational drawings and paintings | Sequence of Learning: Buckets and Spades - Collage using papers, fabric, materials and driftwood |
| 1 | Significant places in their own locality (including school and playground)  To know the place where I live. | | | N/A | Significant people - Neil Armstrong and Captain Cook  To know about the life and achievements of Captain Cook. | | N/A | Events beyond living memory *or* places in their locality - the seaside then and now  To recognise the distinction between present and past in their own lives (link to experiences of the seaside at home or abroad). |
| 2 | To know about what the local area was like in the past. | | | N/A | To know about the life and achievements of Captain Cook. | | N/A | To tell the difference between past and present in their own and other people’s lives by making simple comparisons (Penny lick). |
| 3 | To think about what my school might have looked like a long time ago. To identify the changes in my school over time. | | | N/A | To know about the life and achievements of Neil Armstrong. | | N/A | To tell the difference between past and present in their own and other people’s lives by making simple comparisons (Seaside holidays in the 1950s). |
| 4 | To know what the school and local playgrounds were like in the past. | | | N/A | To know about the life and achievements of Neil Armstrong. | | N/A | To tell the difference between past and present in their own and other people’s lives by making simple comparisons (Seaside holidays in the 1900s). |
| 5 | To explore playground equipment from the past. | | | N/A | To identify some similarities and differences between ways of life in different periods. | | N/A |  |
| 6 | To know what games children played in school playgrounds in the past. | | | N/A |  | | N/A |  |
| Quiz Questions |  | | |  |  | |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 2 | | Subject | | History | Academic Year 2021/22 | |
| Prior Knowledge | | | | End Point | | | Key Vocabulary | |
| **Year 1 End Point/ Year 2 Prior Knowledge**   * Recognise the distinction between past and present. * Order and sequence some familiar events and objects. * Identify some similarities and differences between ways of life at different times. * Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. * Retell some events from beyond their living memory which are significant nationally or globally. * Describe some changes within their living memory (including aspects of national life where appropriate). * Make simple observations about different people, events, beliefs and communities. * Use sources to answer simple questions about the past. * Identify some of the basic ways in which the past can be represented. * Choose parts of stories and other sources to show what they know about the past. * Describe special or significant events. * Retell simple stories or events from the past. * Use simple historical terms. | | | | Year 2 End Point   * Order and sequence events and objects. * Recognise that their own lives are similar and / or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. * Develop awareness of significant historical events, people and places in their own locality. * Ask and answer simple questions about the past through observing and handling a range of sources. * Consider why things may change over time. * Recognise some basic rea Choose parts of stories and other sources to show what they know about significant people and events. * Talk about what / who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts | | | Past  Present  Future  Important  Event  Era  Artefacts  Time Order | |
|  | Sequence of Learning : The Place Where I Live | | Sequence of Learning : Fighting Fit | | Sequence of Learning: Explorers | | Sequence of Learning: Farm Shop | Sequence of Learning: The Wind in the Willows |
| 1 | Significant places in their own locality (including schools and playgrounds)  To know the place where I live. | | N/A | | Significant people - Neil Armstrong and Christopher Columbus  To understand what an explorer does, and what tools, equipment and essential items they might need for their journey. | | Events beyond living memory *or* places in their locality - the seaside then and now - (YR2 Buckets and Spades)  To understand what a seaside is. | N/A |
| 2 | To think about what my school might have looked like a long time ago. | | N/A | | To find out about Christopher Columbus and what he was trying to achieve. | | To identify the names of the seaside’s near to where we live. | N/A |
| 3 | To identify the changes in my school over time. | | N/A | | To find out about Christopher Columbus’s journey and what he discovered. | | To look at seaside objects and see what they can tell us about seaside holidays. | N/A |
| 4 | To describe what life might have been like in the past. | | N/A | | To explore and discuss Neil Armstrong’s achievements. | | To understand what a Penny Lick was. | N/A |
| 5 | To describe what the school playground was like in the past. | | N/A | | To identify some similarities and differences between ways of life in different periods. | | To describe the Victorian seaside. | N/A |
| 6 | To discuss the games that children played in the playground in the past. | | N/A | | To describe my own explorer's journey. | | To compare seaside holidays. | N/A |
| 7 | To explore the playground equipment from the past. | | N/A | |  | | To describe what we have learned about seaside holidays in the past. | N/A |
| Quiz Questions |  | |  | |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 3 | | Subject | History | | | | Academic Year 2021/22 | |
| Prior Knowledge | | | | | | End Point | | | Key Vocabulary | |
| Year 2 End Point   * Order and sequence events and objects. * Recognise that their own lives are similar and / or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. * Develop awareness of significant historical events, people and places in their own locality. * Ask and answer simple questions about the past through observing and handling a range of sources. * Consider why things may change over time. * Recognise some basic rea Choose parts of stories and other sources to show what they know about significant people and events. * Talk about what / who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts | | | | | | **Year 3 End Points**   * Use some dates and historical terms when ordering events and objects. * Demonstrate awareness that the past can be divided into different periods of time. * Explore trends and changes over time. * Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. * Describe some aspects of the Roman Empire and recognise its impact on Britain. * Demonstrate knowledge of aspects of history significant in their locality. * Use sources to address historically valid questions. * Recognise that our knowledge of the past is constructed from different sources of evidence. * Recognise that different versions of past events may exist. * Describe some of the ways the past can be represented. * Discuss some historical events, issues, connections and changes. * Select and organise historical information to present in a range of ways.   Use relevant historical terms and vocabulary linked to chronology. | | | Chronological  Significant  Power  Development  Compare  Contrast  Influence  BC and AD  Ancient  Civilisation | |
|  | Sequence of Learning : There’s No place Like Home- Local History | | Sequence of Learning : Healthy Humans 3D clay or textile sculpture | | | Sequence of Learning: Rock and Roll- Ancient Britain - Stonehenge |  | Sequence of Learning : The Iron Man | | Sequence of Learning : What the Romans did for Us- RomanBritain |
| 1 | **Visit to Newarke Houses to explore the history of Leicester.**  LO: to make *some* links between and across periods, such as the differences between clothes, food, buildings or transport. | |  | | | LO: To find out what happened in the Stone Age.  *Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* |  |  | | LO: To understand where the Roman Empire began.  **The Roman Empire and its impact on Britain** *Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* |
| 2 | LO: To compare maps of our local area around school- use digimaps. | |  | | | LO: to understand what a ‘hunter-gather’ is and tools that were used.  **Take part in an archery session to understand a method of hunting.** |  |  | | LO: To establish a chronological understanding of the Roman Invasion of Britain.  **Successful invasions by Claudius and conquest.** *Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* |
| 3 | LO: To order local buildings in chronological order. | |  | | | LO: To find out what people ate in the Stone Age and how their diet changed.  *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.* |  |  | | LO: To look at the events of 'Boudicca's Rebellion' from different perspectives.  **British Resistance**  *Construct informed responses that involve thoughtful selection and organisation of relevant historical information* |
| 4 | LO: To use methods of historical enquiry, and how evidence is used sources to find out about Alice Hawkins. | |  | | | LO: To find out what we know about Skara Brae.  Visit <http://www.steveflanagan.co.uk/media/tours/skarabrae/orkney.html> |  |  | | LO: To explore Roman mosaics and create a mosaic.  **Impact of technology, culture and beliefs - Roman Mosaics** *Understand how our knowledge of the past is constructed from a range of sources.* |
| 5 | LO: To understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this- local study of statues. Why are these people important to Leicester? | |  | | | LO: To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.  *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.* |  |  | | LO: To discover and use facts about Roman Gods.  **Impact of technology, culture and beliefs - Roman Gods**  *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.* |
| 6 |  | | | LO: To create pictures in the style of cave paintings.  *Understand how our knowledge of the past is constructed from a range of sources.* |  |  | | LO: To discover facts about Roman Roads and find out where they were built.  **Impact of technology, culture and beliefs - Roman Roads**  *Address historically valid questions about change, cause, similarity and difference, and significance.* |
| Quiz Questions |  | |  | | |  |  |  | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Year 3/ 4 | Subject | History | | | Academic Year 2021/22 |
| Prior Knowledge | | End Point | | | | Key Vocabulary |
| Year 2 End Point   * Order and sequence events and objects. * Recognise that their own lives are similar and / or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. * Develop awareness of significant historical events, people and places in their own locality. * Ask and answer simple questions about the past through observing and handling a range of sources. * Consider why things may change over time. * Recognise some basic rea Choose parts of stories and other sources to show what they know about significant people and events. * Talk about what / who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts | | Year 3 End Points / Year 4 Prior Knowledge   * Use some dates and historical terms when ordering events and objects. * Demonstrate awareness that the past can be divided into different periods of time. * Explore trends and changes over time. * Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. * Describe some aspects of the Roman Empire and recognise its impact on Britain. * Demonstrate knowledge of aspects of history significant in their locality. * Use sources to address historically valid questions. * Recognise that our knowledge of the past is constructed from different sources of evidence. * Recognise that different versions of past events may exist. * Describe some of the ways the past can be represented. * Discuss some historical events, issues, connections and changes. * Select and organise historical information to present in a range of ways. * Use relevant historical terms and vocabulary linked to chronology. | | Year 4 End Points   * Use dates and historical terms when ordering events and objects. * Identify where people and events fit into a chronological framework. * Explore links and contrasts within and across different periods of time. * Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. * Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. * Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. * Use sources to address historically valid questions and hypotheses. * Recognise how sources of evidence are used to make historical claims. * Recognise why some events happened and what happened as a result. * Identify historically significant people and events in different situations. * Discuss significant aspects of, and connections between, different historical events. * Select and organise relevant historical information to present in a range of ways. * Use relevant and appropriate historical terms and vocabulary linked to chronology. | | Chronological  Significant  Power  Development  Compare  Contrast  Influence  BC and AD  Ancient  Civilisiation  Innovation  Legacy  Conquer  Consequence  Invasion  Monarchy  Social  Structure |
|  | Sequence of Learning: Sparks Might Fly | Sequence of Learning: The Great Plague | | Sequence of Learning: Passport to Europe | Sequence of Learning: Water, Water Everywhere | Sequence of Learning: How does Your Garden Grow? |
|  |  | A theme in British history beyond 1066 - The Great Plague of 1665 | |  | Ancient Egypt (including the River Nile) |  |
| 1 |  | To understand what London was like in 1665-1666. | |  | To understand who the ancient Egyptians were |  |
| 2 |  | To understand more about the Great Plague. | |  | To understand what life was like for the ancient Egyptians |  |
| 3 |  | To understand what help there was for people during the Plague. | |  | To understand and explain the ancient Egyptian ritual of mummification. |  |
| 4 |  | To understand what happened to people who caught the plague. | |  | To understand how evidence can give us different answers about the past - Tutankhamun |  |
| 5 |  | To know more about the victims of the plague. | |  | To compare and contrast the Egyptian writing with my own. |  |
| 6 |  | To understand what happened at Eyam. | |  | To compare and contrast the powers of different Egyptian gods. |  |
| Quiz Questions |  |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 4/ 5 | Subject | | History | | | Academic Year 2021/22 | |
| Prior Knowledge | | | End Point | | | | | Key Vocabulary | |
| Year 3 End Points   * Use some dates and historical terms when ordering events and objects. * Demonstrate awareness that the past can be divided into different periods of time. * Explore trends and changes over time. * Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. * Describe some aspects of the Roman Empire and recognise its impact on Britain. * Demonstrate knowledge of aspects of history significant in their locality. * Use sources to address historically valid questions. * Recognise that our knowledge of the past is constructed from different sources of evidence. * Recognise that different versions of past events may exist. * Describe some of the ways the past can be represented. * Discuss some historical events, issues, connections and changes. * Select and organise historical information to present in a range of ways. * Use relevant historical terms and vocabulary linked to chronology. | | | **Year 4 End Points / Year 5 Prior Knowledge**   * Use dates and historical terms when ordering events and objects. * Identify where people and events fit into a chronological framework. * Explore links and contrasts within and across different periods of time. * Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. * Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. * Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. * Use sources to address historically valid questions and hypotheses. * Recognise how sources of evidence are used to make historical claims. * Recognise why some events happened and what happened as a result. * Identify historically significant people and events in different situations. * Discuss significant aspects of, and connections between, different historical events. * Select and organise relevant historical information to present in a range of ways. * Use relevant and appropriate historical terms and vocabulary linked to chronology. | | | | | Innovation  Legacy  Conquer  Consequence  Invasion  Monarchy  Social  Structure  Rise and Fall  Exploration  Hierarchy  Bias  Prejudice  Oppression  Empire  Rebellion  Retreat  Continuity | |
| Year 5 End Points   * Use dates and appropriate historical terms to sequence events and periods of time. * Identify where people, places and periods of time fit into a chronological framework. * Describe links and contrasts within and across different periods of time including short-term and long-term time scales. * Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots. * Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. * Describe key aspects of a non-European society such as the early Islamic civilisation. * Use a wider range of sources as a basis for research to answer questions and to test hypotheses. * Recognise how our knowledge of the past is constructed from a range of sources. * Evaluate sources and make simple inferences. * Choose relevant sources of evidence to support particular lines of enquiry. * Discuss and debate historical issues. * Use appropriate vocabulary when discussing and describing historical events. * Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. * Choose relevant ways to communicate historical findings. | | | | |
|  | Sequence of Learning : Fitter, Higher, Stogner | | | Sequence of Learning : Hunted | | Sequence of Learning: Passport to Europe | Sequence of Learning : The Art of Food | | Sequence of Learning : A Kingdom United Richard III |
| 1 | Ancient Greece (including sport) | | | N/A | | N/A | N/A | |  |
| 2 |  | | | N/A | | N/A | N/A | |  |
| 3 |  | | | N/A | | N/A | N/A | |  |
| 4 |  | | | N/A | | N/A | N/A | |  |
| 5 |  | | | N/A | | N/A | N/A | |  |
| 6 |  | | | N/A | | N/A | N/A | |  |
| Quiz Questions |  | | |  | |  |  | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 5/6 | Subject | History | | | Academic Year 2021/22 |
| Prior Knowledge | | | End Point | | | | Key Vocabulary |
| * Use dates and historical terms when ordering events and objects. * Identify where people and events fit into a chronological framework. * Explore links and contrasts within and across different periods of time. * Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. * Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. * Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. * Use sources to address historically valid questions and hypotheses. * Recognise how sources of evidence are used to make historical claims. * Recognise why some events happened and what happened as a result. * Identify historically significant people and events in different situations. * Discuss significant aspects of, and connections between, different historical events. * Select and organise relevant historical information to present in a range of ways. * Use relevant and appropriate historical terms and vocabulary linked to chronology. | | | **Year 5 End Points / Year 6 Prior Knowledge**   * Use dates and appropriate historical terms to sequence events and periods of time. * Identify where people, places and periods of time fit into a chronological framework. * Describe links and contrasts within and across different periods of time including short-term and long-term time scales. * Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots. * Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. * Describe key aspects of a non-European society such as the early Islamic civilisation. * Use a wider range of sources as a basis for research to answer questions and to test hypotheses. * Recognise how our knowledge of the past is constructed from a range of sources. * Evaluate sources and make simple inferences. * Choose relevant sources of evidence to support particular lines of enquiry. * Discuss and debate historical issues. * Use appropriate vocabulary when discussing and describing historical events. * Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. * Choose relevant ways to communicate historical findings.   **Year 6 End Points**   * Use dates and a wide range of historical terms when sequencing events and periods of time. * Develop chronologically secure knowledge of the events and periods of time studied. * Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. * Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. * Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. * Regularly address and sometimes devise historically valid questions and hypotheses. * Give some reasons for contrasting arguments and interpretations of the past. * Describe the impact of historical events and changes. * Recognise that some events, people and changes are judged as more significant than others. * Acknowledge contrasting evidence and opinions when discussing and debating historical issues. * Use appropriate vocabulary when discussing, describing and explaining historical events. * Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. * Choose the most appropriate way of communicating different historical findings | | | | Rise and Fall  Exploration  Hierarchy  Bias  Prejudice  Oppression  Empire  Rebellion  Retreat  Continuity  Ideologies (Political,  Religious and  cultural)  Cultural Context  Birthright  Advocate  Democracy  Interpretation  Commemorate |
|  | Sequence of Learning: A kingdom United | | Sequence of Learning: Food Glorious Food | | Sequence of Learning: Earthlings | Sequence of Learning: Inventors and Inventions | Sequence of Learning: Amazon Adventure |
| 1 | LO: To understand how the Anglo-Saxons were and where they came from. | | N/A | | N/A | LO: To know where and when the Early Islamic civilisation existed. | N/A |
| 2 | LO: To know the location of the Saxon kingdoms and settlements. | |  | |  | LO: To understand the significance of Baghdad in the Early Islamic Civilisation and compare it to the Baghdad of today. |  |
| 3 | LO: To understand where and how the Anglo-Saxons lived. | |  | |  | LO: To know what the House of Wisdom is and how it became the centre of learning. |  |
| 4 | LO: To understand who the Alfred the Great was and understand why he was remembered as ‘The Great’. | |  | |  | LO: To know some significant events from the history of the Early Islamic civilisation and order them on a timeline. |  |
| 5 | LO: To understand the mystery of Sutton Hoo. | |  | |  | To understand the significance of trade in Baghdad.  To know the roles and responsibilities of a Caliph. |  |
| 6 | LO: To understand the story of Beowulf. | |  | |  | LO: To understand and explain the significance of geometric patterns in the Early Islamic civilisation and be able to re-create or design a geometric pattern. |  |
| Quiz Questions |  | |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | | Year 6 | | Subject | History | | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | | Key Vocabulary |
| **Year 5 End Points**   * Use dates and appropriate historical terms to sequence events and periods of time. * Identify where people, places and periods of time fit into a chronological framework. * Describe links and contrasts within and across different periods of time including short-term and long-term time scales. * Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots. * Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. * Describe key aspects of a non-European society such as the early Islamic civilisation. * Use a wider range of sources as a basis for research to answer questions and to test hypotheses. * Recognise how our knowledge of the past is constructed from a range of sources. * Evaluate sources and make simple inferences. * Choose relevant sources of evidence to support particular lines of enquiry. * Discuss and debate historical issues. * Use appropriate vocabulary when discussing and describing historical events. * Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. * Choose relevant ways to communicate historical findings. | | | | Year 6 End Points   * Use dates and a wide range of historical terms when sequencing events and periods of time. * Develop chronologically secure knowledge of the events and periods of time studied. * Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. * Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. * Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. * Regularly address and sometimes devise historically valid questions and hypotheses. * Give some reasons for contrasting arguments and interpretations of the past. * Describe the impact of historical events and changes. * Recognise that some events, people and changes are judged as more significant than others. * Acknowledge contrasting evidence and opinions when discussing and debating historical issues. * Use appropriate vocabulary when discussing, describing and explaining historical events. * Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. * Choose the most appropriate way of communicating different historical findings. | | | | Ideologies (Political,  Religious and  cultural)  Cultural Context  Birthright  Advocate  Democracy  Interpretation  Commemorate |
|  | Sequence of Learning : Survival | | Sequence of Learning : Britten’s got talent | | | Sequence of Learning: Heroes and Villains | Sequence of Learning : Super Sleuth | Sequence of Learning : Oh I do like to be beside the seaside |
| 1 | N/A | | N/A | | | N/A | To find out what life was like during Anglo Saxon times. | To find out when holidays began in Britain. |
| 2 | N/A | | N/A | | | N/A | To understand how Anglo-Saxon society was structured. | To research the first British seaside resorts and why they developed. |
| 3 | N/A | | N/A | | | N/A | To explore who the Vikings were and why they came to England. | To understand how the development of the railways affected the lives of the Victorians. |
| 4 | N/A | | N/A | | | N/A | To understand how the Vikings fought. | To explore the impact of early railways in seaside resorts. |
| 5 | N/A | | N/A | | | N/A | To research key Viking events and people. | To understand what seaside holidays were like in Victorian times. |
| 6 | N/A | | N/A | | | N/A | To understand who the Normans were and why they came to England. | To understand how holidays have changed since the Victorian era. |
| Quiz Questions |  | |  | | |  |  |  |