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| **Lewknor Medium-Term Plan** | | | |
| **History – Year 1/2 - Cycle A** | | | |
| Progression from EYFS | Understanding the World (Past and Present)  Talk about the lives of people around them and their roles in society.  Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Children are to understand the past through settings, characters and events encountered in books read in class and storytelling. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **The Gunpowder plot** | **Nurturing Nurses** | **Significant Explorers** |
| **Week 1** | **Who Was Guy Fawkes?**  To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome | **Significant People**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of identifying the criteria that makes a person significant. | **What Makes Someone a Significant Person?**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.  To understand and explain what makes a person significant. |
| **Week 2** | **Problems for the Plotters**  To find out about events beyond living memory that are significant nationally by learning about Guy Fawkes and his life. | **Florence Nightingale**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Florence Nightingale improved nursing. | **Ibn Battuta**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Ibn Battuta and exploring how it is often difficult to find evidence about people who lived a long time ago.  To discuss the ways in which we can find out about an explorer who lived a long time ago. |
| **Week 3** | **The End of the Plot**  To find out about events beyond living memory that are significant nationally by learning about the order and conclusion of the events of the Gunpowder Plot. | **Mary Seacole**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Mary Seacole improved nursing. | **Matthew Henson**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time.  To explore the achievements of Matthew Henson. |
| **Week 4** | **Wanted! The Search for Thomas Percy**  To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally by learning about what happened directly after the Gunpowder Plot. | **Edith Cavell**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Edith Cavell helped soldiers. | **Felicity Aston**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston’s polar exploration with Matthew Henson’s around a hundred year earlier.  To compare Felicity Aston’s experience of polar exploration with Matthew Henson’s. |
| **Week 5** | **The Plot in Six Acts**  To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally through performing parts of the story of the Gunpowder Plot. | **Significant People**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Florence Nightingale, Mary Seacole and Edith Cavell. | **Neil Armstrong**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory.  To explore and discuss Neil Armstrong’s achievements. |
| **Week 6** | **Remember, Remember...**  To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally by finding about how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years. | **Remembering**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of remembering Florence Nightingale, Mary Seacole and Edith Cavell. | **How Could They Be Remembered?**  To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the achievements and legacy of Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.  To show what I know about some significant explorers and how they are commemorated for their achievements. |

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| **Lewknor Medium-Term Plan** | | | |
| **History – Year 1/2 - Cycle B** | | | |
| Progression from EYFS |  | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **The Great Fire of London** | **Travel and transport** | **Toys** |
| **Week 1** | **London: Past and Present**  To develop an awareness of the past. To compare past and present London. | **How has transport changed?**  To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. | **Toys Today**  To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources. |
| **Week 2** | **Life in the 17th Century**  To identify differences and similarities between ways of life in different periods. To explain how people live now is different to how people lived in 1666. | **Early Travel: The Viking Longboats**  To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively. | **Family Favourites**  To learn about changes within living memory by about toys from the past. To use sources to ask and answer questions in the context of finding out about toys from the past. |
| **Week 3** | **The Events of the Great Fire**  To know and understand key features of an event beyond living memory that are nationally significant. To order the events of the Great Fire of London. | **A History of Cars**  To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. | **Early 20th Century Toys**  To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods. |
| **Week 4** | **How Do We Know About the Great Fire?**  To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how we know about the Great Fire of London. | **George Stephenson and Trains**  To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. | **Victorian Toys**  To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys. |
| **Week 5** | **What Happened After the Great Fire?**  To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how London changed after the Great Fire. | **A History of Flight**  To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane. | **Important Changes**  To identify changes in living memory by understanding how toys have changed over time. |
| **Week 6** | **What Have We Learnt about the Great Fire?**  To understand key features of events, choosing and using parts of stories and asking and answering questions. To describe London before, during and after the Great Fire. | **Comparing the Past, Present and Future**  To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day. | **Toy Box**  To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys |

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| **Lewknor Medium Term Plan** | | | |
| **History – Year 3/4 - Cycle A** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Stone Age to Iron Age** | **Romans** | **Vikings to Anglo-Saxons** |
| **Week 1** | **How Did People Survive During the Stone Age?**  Develop an awareness of changes in Britain from the Stone Age to the Iron Age.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.  Develop the appropriate use of historical terms.  (continuous in all lessons)  To explain how people survived during the Stone Age. | **Who Were the Romans and How Did They Build Their Empire?**  Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.  Develop the appropriate use of historical terms.  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  (continuous in all lessons)  To learn about where the Romans came from and how the city of Rome became the centre of a huge empire. | **Viking Raiders and Invaders**  To develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain. |
| **Week 2** | **What Changed For People Living in Stone Age Britain?**  To note connections, contrasts and trends over time.  To identify how life changed for people during the Stone Age. | **Why Did the Romans Invade Britain?**  To identify reasons why the Romans invaded Britain and to recall key facts about the invasions. | **Anglo-Saxon Kings**  To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings. |
| **Week 3** | **How Do We Know About Life in the Stone Age?**  To explore how we know about life in the Stone Age. | **Why Did the Romans Build New Roads and Towns?**  To understand why and how the Romans built new roads and new towns in Britain. | **Danegeld**  To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld. |
| **Week 4** | **How Did Life Change in the Bronze Age?**  To describe some ways in which life changed from the Stone Age to the Bronze Age. | **Who Was Boudicca and Why Did She Lead a Rebellion?**  To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event. | **Viking Life**  To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. |
| **Week 5** | **What Do We Know About Britain’s Prehistoric Tombs and Monuments?**  To explore what archaeology has told us about Britain’s prehistoric tombs and monuments. | **Why Was Hadrian’s Wall Important and Who Lived There?**  To recognise the importance of Hadrian’s Wall to the Romans and to learn about the lives of soldiers who lived there. | **Laws and Justice**  To be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain. |
| **Week 6** | **Who Were the Celts and How Did They Make Iron in the Iron Age?**  To learn about the lives of the Celtic tribes in Iron Age Britain. | **What Was Life like in a Roman Villa?**  To examine Roman villa complexes in Britain and the way of life in a countryside villa. | **The Last Anglo-Saxon Kings**  To develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign. |
| **Week 7** | **Why Did They Build Hillforts in Iron Age Britain?**  To discover why people built hillforts in Iron Age Britain and what we know about them. | **Why Do We Remember the Romans?**  To understand the lasting impact of the Roman Empire on Britain. |  |

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| **Lewknor Medium Term Plan** | | | |
| **History – Year 3/4 - Cycle B** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **World War Two** | **Ancient Egypt** | **Crime and Punishment** |
| **Week 1** | **The Outbreak of the War**  To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about key events of World War II. | **Who Were the Ancient Egyptians?**  To continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived. | **The Roman Legacy**  To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils’ chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain. |
| **Week 2** | **The Home Front**  To construct informed responses that involve thoughtful selection of relevant historical information by learning how people on the home front contributed to the war effort. | **What Was Life Like in Ancient Egypt?**  To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people. | **Anglo-Saxon Laws and Justice**  To be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain. |
| **Week 3** | **The Armed Forces**  To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the armed forces during World War II. | **Mummies**  To construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians. | **The Torturing Tudors!**  To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era. |
| **Week 4** | **The Battle of Britain**  To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the Battle of Britain. | **Tutankhamun**  To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun. | **The Highway Man: Hero or Villain?**  To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century. |
| **Week 5** | **Entertainment in Wartime Britain**  To note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about what people did for entertainment in wartime Britain. | **Write Like an Egyptian**  To note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems. | **Victorian Prisons**  To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons. |
| **Week 6** | **Commemorative Events**  To construct informed responses that involve thoughtful selection of relevant historical information by learning how and why events from World War II are commemorated. | **Egyptian Gods**  To construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods. | **Through the Ages**  To note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain. |

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| **Lewknor Medium Term Plan** | | | |
| **History – Year 5/6 - Cycle A** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Ancient Sumer** |  | **The Tudors** |
| **Week 1** | **Location and Era**  To continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study by knowing when and where the ancient Sumerian civilisation first appeared. |  |  |
| **Week 2** | **Life in the City States**  To continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study by learning about the ancient Sumer city states and what it was like to live in one. |  |  |
| **Week 3** | **Making Their Mark**  To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by comparing the academic and technological achievements of the ancient Sumerian people (e.g. in writing, maths, science and technology) with other early civilisations and the influence on the world today. |  |  |
| **Week 4** | Gods and Religion  To construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs of the people of ancient Sumer. |  |  |
| **Week 5** | Artefacts and Culture  To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this through examining artefacts from ancient Sumer. |  |  |
| **Week 6** | Agricultural Ambassadors  To construct informed responses that involve thoughtful selection and organisation of historical information by finding out about ancient Sumerian farming techniques and methods |  |  |

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| **Lewknor Medium Term Plan** | | | |
| **History – Year 5/6 - Cycle B** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Theme/Unit** | **Early Islamic Civilisations** |  | **Ancient Greece** |
| **Week 1** | **The Importance of Baghdad**  To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the role of Baghdad in early Islamic Civilisation. |  | **Who Were the Ancient Greeks?**  Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms.  (continuous in all lessons)  To explore some of the key events during the ancient Greek period. |
| **Week 2** | **The House of Wisdom**  To construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the House of Wisdom and its legacy. |  | **Alexander the Great’s Empire**  To examine how Alexander the Great’s Empire grew and the effects of this. |
| **Week 3** | **Discovery and Learning**  To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through the study of significant discoveries and concepts developed by early Islamic scholars. |  | **Daily Life in Ancient Greece**  To research aspects of daily life and society in ancient Greece. |
| **Week 4** | **The First Four Caliphs**  To note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the role of the caliphate in the early Islamic civilisation. |  | **Athens and Sparta**  To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta |
| **Week 5** | **Islamic Art**  To construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about early Islamic art. |  | **Discovering the Ancient Olympics**  To explore the Olympics in ancient Greek times through examining primary sources. |
| **Week 6** | **Trade and Power**  To note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how the early Islamic civilisation established itself as a major power, helped by its geographical position along the East to West trade route and the quality of its trading goods. |  | **The Olympic Games Then and Now**  To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. |
| **Week 7** |  | | **Greek Gods and Goddesses**  To explore the beliefs of the ancient Greeks. |
| **Week 8** | **The Trojan War**  To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. |