



**ST CHARLES' CATHOLIC PRIMARY
SCHOOL**



HISTORY MEDIUM TERM PLANNING

	AUTUMN	SPRING	SUMMER
EYFS(UTW)	<p align="center"><u>Past and Present</u></p> <p><i>Children will Begin to make sense of their own life-story and family's history. They will also begin to comment on images of familiar situations in the past such as when Mum and Dad were little ... <i>past, history, long ago.</i></i></p>	<p align="center"><u>Past and Present</u></p> <p>Children will comment on images of familiar situations in the past. Children will understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p align="center"><u>Past and Present</u></p> <p>Children will talk about the lives of the people around them and their roles in society. They will be able to now some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
YEAR 1	<p align="center"><u>My Family History</u></p> <p>The children will explore similarities and differences between their own lives and those of people their grandparents' age. The unit focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors, as well as trips to the local area and museums.</p>	<p align="center"><u>Our Local Heroes</u></p> <p>The children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant</p> <p>Vocabulary-The Beatles, Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact</p>	<p align="center"><u>Holidays</u></p> <p>the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in EYFS about different countries and ways of life.</p>
YEAR 2	<p align="center"><u>The Titanic</u></p> <p>The children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time</p>		<p align="center"><u>Bonfire night and the great fire of London</u></p> <p>The children will explore two very different events within the Stuart period. Each event offers three weeks' teaching and learning. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire</p>

	<p>of the building's construction, as well as to their prior learning.</p>		<p>of London, and decide whether or not it improved London for those living there. Vocabulary- Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit</p>
--	--	--	---

<p>YEAR 3</p>	<p style="text-align: center;"><u>Stone Age</u></p> <p>The children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. Links will be made to the types of evidence introduced at Key Stage 1, and knowledge and skills will be further developed</p>	<p style="text-align: center;"><u>Roman Britain</u></p> <p>The children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did. Vocabulary: Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.</p>	<p style="text-align: center;"><u>Ancient Egyptians</u></p> <p>The children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations. These are the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation. The first session introduces all 4 civilisations, and supports the children in understanding where they were located in time and place. It looks at some of the common features that made them so successful. Vocabulary: Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.</p>
----------------------	---	---	--

<p>YEAR 4</p>	<p style="text-align: center;"><u>Anglo Saxons</u></p> <p>The children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the ‘Dark Ages’. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.</p> <p>Vocabulary: invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p>	<p style="text-align: center;"><u>The Vikings</u></p> <p>The children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular.</p> <p>Vocabulary: Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga.</p>	<p style="text-align: center;"><u>Crime and Punishment</u></p> <p>The children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time.</p> <p>Vocabulary: Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values</p>
<p>YEAR 5</p>	<p style="text-align: center;"><u>The Victorians</u></p> <p>The children will also begin to appreciate that some things remain the same over long periods of time. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations. The Big Finish is a display/mini museum to showcase the children’s work, showing care and sensitivity towards the subject matter. This is an opportunity</p>	<p style="text-align: center;"><u>Local History: The Slave Trade</u></p> <p>The children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building’s construction, as well as</p>	<p style="text-align: center;"><u>Journeys</u></p> <p>The children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the</p>

	<p>for the children to share their work with the rest of the school, as well as with friends and family.</p> <p>Vocabulary: witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values</p>	<p>to their prior learning. There is the possibility of inviting a panel of guests to take part in a question and answer session about local buildings, leading into the children planning and running a campaign to save a particular building.</p>	<p>voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period.</p> <p>Vocabulary: Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.</p>
--	---	--	--

<p>YEAR 6</p>	<p><u>The Impact of War</u></p> <p>The children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence.</p> <p>Vocabulary: Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>	<p><u>The Maya Civilisation</u></p> <p>The children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.</p> <p>Vocabulary: Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations,</p>	<p><u>The Ancient Greeks</u></p> <p>The children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture. The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period.</p> <p>Vocabulary: Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite,</p>
----------------------	---	---	---

		theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.	phalanx (strong block formation), interpret, legacy, impact.
--	--	---	--