

## History Medium Term Planning - Cycle A

LKS2	Main Enquiry question	Disciplinary knowledge	Key Knowledge	Diversity	Enrichment	Vocabulary	Historical links/ themes/ Concepts	Assessment focus
<b>Autumn 1</b>	Stone, Iron and Bronze... What have they got to do with history?	<p>Link back to the Fire of London module from year 2 - <b>How do historians do history?</b></p> <p>FoL- Samuel Pepys diary</p> <p>Stone Age- archaeology</p> <p><b>Sources of evidence</b></p> <p>Chronology</p> <p>Cause and consequence</p> <p>Features</p> <p>Communication</p> <p>Enquiry</p> <p>Interpretation/ How the past is represented?</p> <p>Change and continuity</p>	<ul style="list-style-type: none"> <li>• Know how Britain changed between the beginning of the stone age and the iron age</li> <li>• Know the main differences between the stone, bronze and iron ages</li> <li>• Know what is meant by 'hunter-gatherers' and prehistoric</li> <li>• Legacy of this period on Britain (landmarks)</li> <li>• Understanding of AD and BC</li> <li>• Explore the evidence from this period and difficulties</li> <li>• Understanding of archeologists</li> </ul>	<b>NA</b>	<p>Cave art</p> <p>Box of delights - archeologist dig</p> <p>History re-enactment</p> <p>Hancock museum</p>	<p>Prehistoric</p> <p>AD</p> <p>BC</p> <p>Hunter Gather</p> <p>Archeologist</p> <p>Neolithic</p> <p>Palaeolithic</p> <p>Shelter</p> <p>Settlement</p> <p>Nomadic</p> <p>Mesolithic</p> <p>Tribe</p>	<p><b>Legacy-</b> Can we see any evidence of this period-study landmarks and artefacts of the time understanding the role of archaeologists</p> <p><b>Settlement and migration-</b> Children explore the types of settlements in this time period comparing and contrasting the different examples and tracking their developments giving reasons for changes.</p>	<p>Chronology-ordering and labelling pictures to show understanding of chronology</p>
<b>Autumn 2</b>	<p>Did the Roman empire stretch as far as Britain?</p> <p><b><u>SPECIFIC FOCUS ON LOCAL HISTORY</u></b></p>	<p>Explore ideas of <b>interpretation.</b></p> <p>Can we name other people in history who may have been interpreted in</p>	<ul style="list-style-type: none"> <li>• Know how the Roman occupation of Britain helped to advance British society- this will need</li> </ul>	<p><b>Diversity and identity within society-</b> African unit situated on Hadrian's wall. Septimus Severus (African</p>	<p>Visit to Hadrian's Wall, Segedunum, Arbeia</p>	<p>Empire</p> <p>Invasion</p> <p>Centurion</p> <p>Celts</p> <p>Occupation</p> <p>Advance</p> <p>Society</p>	<p>Explore themes of <b>invasion, empire and occupation.</b></p> <p>Are children aware of any other examples? Discuss the</p>	<p>Interpretation- Compare contrasting images of Boudicca</p>

		different ways?	<p>to include a revisit what was before the Romans.</p> <ul style="list-style-type: none"> <li>• Explain how the invasion took place and the reasons why</li> <li>• Know how there was resistance to the Roman occupation and know about Boudica</li> <li>• Know about at least one famous Roman emperor (Hadrian)</li> <li>• Use and understand the idea of empire</li> <li>• <b>Local Identity</b> -Understand the significance of the Romans to our locality - Hadrian's Wall, Segedunum and visit Arbeia</li> </ul>	Roman Emperor visits UK- Only emperor to die in the UK. Citizens from all over the empire (inc North Africa) Skin colour irrelevant to place in society		<p>Emperor Opposition Soldier Revolt Conquest Warrior Latin Bath house Mosaic villa Legion Temple</p>	<p>British empire. More recent examples: children should discuss the Russia/ Ukraine war.</p> <p><b>Legacy-</b> Children to identify the things Romans have left us with- religion, language, infrastructure</p>	
<b>Spring 1</b>								
<b>Spring 2</b>	What have the Ancient Greeks left as a legacy?		<p>Ancient Greeks developed ideas of</p> <ul style="list-style-type: none"> <li>• Democracy and government</li> <li>• Olympics</li> <li>• Science and</li> </ul>	Alexander the Great- LGBT	History Bloke Box of delights dress up pottery painting Hancock museum	<p>Democracy Government Olympics Temple Pottery Acropolis civilization Ancient</p>	<p><b>Legacy</b> - How is our life today impacted by the Ancient Greeks?</p> <p><b>Invasion, empire and occupation-</b></p>	<p>Enquiry- Look at a picture and make inferences. Decide on the reliability and usefulness of a source. Apply contextual</p>

			<p>maths</p> <ul style="list-style-type: none"> <li>• Stories</li> </ul> <p>Explore the development of these ideas in Ancient Greece and how they compare to today.</p>			<p>City state Culture Myths Spartans Athenians Parthenon Empire</p>	<p>discuss the expansion of the Greek empire. explore the end of the Ancient Greeks as the empire is conquered by the Romans- link this back to learning about the Roman empire.</p>	
<b>Summer 1</b>								
<b>Summer 2</b>								

<b>GDS Opportunities</b>	<ul style="list-style-type: none"> <li>• Can they set out on a timeline, within a given period, what special events took place?</li> <li>• Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</li> <li>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>• Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</li> <li>• Do they have an appreciation that wars start for specific reasons and can last for a very long time?</li> <li>• Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</li> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> <li>• Can they use specific search engines on the Internet to help them find information more rapidly?</li> </ul>
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