

## History Medium Term Planning - Cycle B

UKS2	Main Enquiry question	Disciplinary knowledge	Key Knowledge	Diversity	Enrichment	Vocabulary	Historical links/ themes/ concepts	Assessment focus
Autumn 1								
Autumn 2								
Spring 1	What did we learn from the Mayans?	Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity	<ul style="list-style-type: none"> <li>Know about the impact that the Mayans had on the world;</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	NA	Making temples art baking project play pok de pok ball game	Pyramids Temples Civilisation ancient Astronomy Hieroglyphs Demise Rituals Sacrifice Hierarchy Society	<p>Communication- hieroglyphics/ stone age</p> <p><b>Identity within society religion-</b> Structures pyramids(Ancient Egypt), churches(Anglo Saxons) . Hierarchy within society- link this back to other units of study.</p> <p>Compare to other ancient societies- Greeks/ Egyptians</p> <p>Link the demise to that of the Roman empire</p>	Enquiry- developing inferences from pictures applying contextual knowledge
Spring 2	<p><b>YEAR 5 ONLY</b> How have people earned a living on Tyneside?</p> <p><b>Local history study</b></p>	Chronology Cause and consequence Features Communication	<b>YEAR 5 ONLY</b> Know the industrial heritage of the North East and how this has developed over time.	<b>YEAR 5 ONLY</b> Windrush generation	<b>YEAR 5 ONLY</b> Very important in this unit - multiple enrichment activities should	Yards Coal Decline Strikes Industrial revolution	<b>Disparities in society-</b> role of women/ class link back to other societies ( Rosa Parks/	<b>YEAR 5 ONLY</b> Chronology- Ordering pictures to show chronological understanding

		<p>Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<p>Explore the life and working conditions of A fisherman A shipbuilder A miner Domestic Servant</p> <p>Impact of the loss of industry on the North East</p> <p>How are our local area has been portrayed through art- LS Lowry Sunderland, Bob Olley</p> <p>Class structure</p>		<p>be planned</p> <p>Beamish St Hilda's pit Guest speakers Laing art gallery - local landscapes Discovery museum- ship building/ story of the Tyne exhibition Beamish - mining Box of delights- mining</p>	<p>Poverty Industry Mining Miner Jarrow March Windrush - settlement/ migration Industrialisation Child labour Wealthy Protest Class Domestic service</p>	<p>Malala Yusif KS1) Poverty Windrush</p> <p><b>Legacy-</b> what evidence can we see of our industrial heritage?</p> <p><b>Settlement and migration-</b> Windrush generation</p>	
<b>Summer 1</b>	<p>What was life like for British children in World War Two?</p>	<p>Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<ul style="list-style-type: none"> <li>- Impact on men, women and children.</li> <li>- Know the axis and allies.</li> <li>- Understand the circumstances relating to the outbreak of war.</li> <li>- Name famous people of the time.</li> <li>- <b>How did World War Two affect our locality- local identify</b></li> <li>- Compare British children's experiences to those overseas.</li> <li>- Name shared experiences of UK children including rationing, air raids, evacuation.</li> </ul>	<p><b>Identify within society-</b> Contribution of BAME service people. LGBT lesson- for a few and then many Alan Turing- LGBT</p>	<p>Beamish, Discovery museum, Box of Delights suitcase, enquiry tea party Beamish Visit to a war memorial</p>	<p>Axis Allies Occupation Holocaust Concentration camps Rationing Conscription Evacuation Air raids Black out ARP Propaganda Morale Blitz Gas mask Stereotypes</p>	<p><b>Disparities in society-</b> role of women/ class link back to other societies ( Rosa Parks/ Malala Yusif KS1) (Local history unit Y5)</p> <p><b>Invasion and occupation-</b> Romans, Vikings. What were Hitler's intentions? Beginning of war.</p> <p><b>Settlement and migration-</b> movement of Jewish and other minorities.</p>	<p>Interpretation- discuss the usefulness/ reliability of sources</p>
<b>Summer 2</b>								

**GDS  
Opportunities**

- Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.....
- Can they suggest relationships between causes in history?
- Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
- Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?
- Can they suggest why there may be different interpretations of events?
- Can they suggest why certain events, people and changes might be seen as more significant than others?
- Can they pose and answer their own historical questions?