

History Medium Term Planning - Cycle A

LKS2	Main Enquiry question	Disciplinary knowledge	Key Knowledge	Diversity	Enrichment	Vocabulary	Historical links/ themes/ Concepts	Assessment focus
Autumn 1	Stone, Iron and Bronze... What have they got to do with history?	<p>Link back to the Fire of London module from year 2 - How do historians do history?</p> <p>FoL- Samuel Pepys diary</p> <p>Stone Age- archaeology</p> <p>Sources of evidence</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"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers' and prehistoric • Legacy of this period on Britain (landmarks) • Understanding of AD and BC • Explore the evidence from this period and difficulties • Understanding of archeologists 	NA	<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>Legacy- Can we see any evidence of this period-study landmarks and artefacts of the time understanding the role of archaeologists</p> <p>Settlement and migration- 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>	Chronology-ordering and labelling pictures to show understanding of chronology
Non Negotiable Knowledge	understand the concept of AD/ BC, Know that this relates to prehistoric history, archeologists study ancient/ prehistoric history, understand that even though this study is sometimes of millions of years ago we can still see evidence of this period through landmarks such as Stonehenge, know that these periods represent hunter gatherer lifestyles, know that the Stone age can be split into the palaeolithic, mesolithic and neolithic ages, know that the use of tools changed materials through these periods, know that weapons also changed through his period, know that society also became more advanced during these periods							
Arts Opportunities	Explore Cave art as a form of communication and story telling,m explore the symbolism and importance of Stone Henge							

Oracy Opportunities	Through the looking glass activity- to be completed for each different age. Box of Delights- discuss artefacts, making and sharing inferences and asking questions							
Autumn 2	<p>Did the Roman empire stretch as far as Britain? <u>SPECIFIC FOCUS ON LOCAL HISTORY</u></p>	<p>Explore ideas of interpretation. Can we name other people in history who may have been interpreted in different ways?</p>	<ul style="list-style-type: none"> • Know how the Roman occupation of Britain helped to advance British society- this will need to include a revisit what was before the Romans. • Explain how the invasion took place and the reasons why • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor (Hadrian) • Use and understand the idea of empire • Local Identity -Understand the significance of the Romans to our locality - Hadrian's Wall, Segedunum and visit Arbeia 	<p>Diversity and identity within society- African unit situated on Hadrian's wall. Septimus Severus (African 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>	<p>Visit to Hadrian's Wall, Segedunum, Arbeia</p>	<p>Empire Invasion Centurion Celts Occupation Advance Society Emperor Opposition Soldier Revolt Conquest Warrior Latin Bath house Mosaic villa Legion Temple</p>	<p>Explore themes of invasion, empire and occupation. Are children aware of any other examples? Discuss the British empire. More recent examples: children should discuss the Russia/ Ukraine war.</p> <p>Legacy- Children to identify the things Romans have left us with- religion, language, infrastructure</p>	<p>Interpretation- Compare contrasting images of Boudicca</p>

Non Negotiable Knowledge	Know the Roman occupation of Britain was completed in AD43 and ended in 410AD, Know this is ancient history, Know that the Romans were building, Know that the successful invasions was via Emperor Claudius in 43AD, there are many reasons from the invasion- new farmland, trade, materials, a greater empire, power, glory, wealth and slaves, know that there was resistance to the occupation through Celtic leader- Boudicca, know that Emperor Hadrian built Hadrian's Wall in our Local area - Segedeunum, Arbeia, know that Hadrian's Wall was intended to keep the Picts out and protect the Roman empire, know some key facts about life along the wall- military organisation, mosaics, bath houses, temples/Gods							
Arts Opportunities	Study and recreate mosaics, sing songs which revise historical facts							
Oracy Opportunities	Take part in a conscience ally regarding the role of Boudicca, to explain and justify my opinions, to present information to an audience, to collaborate and come to collective decisions							
Spring 1								
Spring 2	What have the Ancient Greeks left as a legacy?		Ancient Greeks developed ideas of <ul style="list-style-type: none"> • Democracy and government • Olympics • Science and maths • Stories Explore the development of these ideas in Ancient Greece and how they compare/ are important today.	Alexander the Great- LGBT	History Bloke Box of delights dress up pottery painting Hancock museum	Democracy Government Olympics Temple Pottery Acropolis civilization Ancient City state Culture Myths Spartans Athenians Parthenon Empire	Legacy - How is our life today impact by the Ancient Greeks? Invasion, empire and occupation - 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.	Enquiry- Look at a picture and make inferences. Decide on the reliability and usefulness of a source. Apply contextual knowledge
Non Negotiable Knowledge	Know that this is ancient civilisation, know that Ancient Greece was split into city states, name some of the main city states as Athenians and Spartans Ancient Greeks developed ideas of democracy and government, Olympics , science and maths, Stories amongst other things, Know the Ancient Greek empire was eventually conquered by the Romans							
Arts Opportunities	Explore the artwork on Greek pottery, study some ancient Greek landmarks which survive today- parthenon, read some Greek myths,							
Oracy Opportunities	Discussion and Debate Athens vs Sparta: Which city-state would you rather live in?, Orally share Greek Myths, discuss the importance of democracy and take part							

	in democratic debates and decisions							
Summer 1								
Summer 2								

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