

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"> Know about the impact that the Mayans had on the world; Know why they were considered an advanced society in relation to that period of time in Europe 	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>Identity within society religion- 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
Non negotiable knowledge	Know the Maya were an Ancient Civilisation, they existed for 2000 years, the golden age of the Maya was 250-900, they lived in Central America, know they built pyramids often as temples within their city states, know they were excellent astronomers, they used their understanding of astronomy to create detailed calendars, understand they created a system of communication called hieroglyphics, know that society was divided and very hierarchical, the Maya had many rituals, most Mayan cities were abandoned around 900AD.							
Arts	Explore Mayan frescos, explore the art and beauty of Mayan sculpture, consider symbolism in artwork							

opportunities								
Oracy opportunities	Opportunity to discuss, debate and give reasons for thoughts, to take part in a class debate, conscience ally							
Spring 2	<p>YEAR 5 ONLY How have people earned a living on Tyneside?</p> <p>Local history study</p>	<p>Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<p>YEAR 5 ONLY Know the industrial heritage of the North East and how this has developed over time.</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>YEAR 5 ONLY Windrush generation</p>	<p>YEAR 5 ONLY Very important in this unit - multiple enrichment activities should 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>Yards Coal Decline Strikes Industrial revolution Poverty Industry Mining Miner Jarrow March Windrush - settlement/ migration Industrialisation Child labour Wealthy Protest Class Domestic service</p>	<p>Disparities in society- role of women/ class link back to other societies (Rosa Parks/ Malala Yusif KS1) Poverty Windrush</p> <p>Legacy- what evidence can we see of our industrial heritage?</p> <p>Settlement and migration- Windrush generation</p>	<p>YEAR 5 ONLY Chronology- Ordering pictures to show chronological understanding</p>
Non Negotiable Knowledge	Know that the North East has a strong industrial heritage, Know that there was an industrial revolution between 1760- 1840, know that an industrial revolution means a shift from agricultural life to manufacturing, know that the north east had many coal mines, ship building was a key trade, understand that this industry has faded and that has led to poverty and decline in some of our areas , know that men had women played different roles in society, know that there was also a class based system, know that the Jarrow March happened in 1936 as a response to poverty and growing unemployment, know the key events in this march, understand that migration was key to the growing industrialisation (Windrush)							
Arts opportunities	Explore how North East industry has been portrayed through art- Bob Olley and LS Lowry, pitmen painters (Ashington), Listen to traditional songs depicting life in the industrial North East							
Oracy opportunities	Have the opportunity to ask questions and listen to guest speakers, Picture frame- back to the mines/ shipyards- what can you see?							
Summer 1	What was life like for British children in World War Two?	Chronology Cause and consequence Features	<ul style="list-style-type: none"> - Impact on men, women and children. - Know the axis and allies. 	Identify within society- Contribution of BAME service	Beamish, Discovery museum, Box of Delights	Axis Allies Occupation Holocaust	Disparities in society- role of women/ class link back to	Interpretation- discuss the usefulness/ reliability of
Summer 2								

		<p>Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<ul style="list-style-type: none"> - Understand the circumstances relating to the outbreak of war. - Name famous people of the time. - How did World War Two affect our locality- local identify - Compare British children's experiences to those overseas. - Name shared experiences of UK children including rationing, air raids, evacuation. 	<p>people. LGBT lesson- for a few and then many Alan Turing- LGBT</p>	<p>suitcase, enquiry tea party Beamish Visit to a war memorial</p>	<p>Concentration camps Rationing Conscription Evacuation Air raids Black out ARP Propaganda Morale Blitz Gas mask Stereotypes</p>	<p>other societies (Rosa Parks/ Malala Yusuf KS1) (Local history unit Y5)</p> <p>Invasion and occupation- Romans, Vikings. What were Hitler's intentions? Beginning of war.</p> <p>Settlement and migration- movement of Jewish and other minorities.</p>	
<p>Non negotiable knowledge</p>	<p>Know that WW2 was fought from 1939-1945, know the main countries and some leaders for The Allies (UK- Winston Churchill, US- Franklin Roosevelt, Soviet Union- Stalin) and The Axis (Germany- Hitler, Italy- Mussolini and Japan), Allied leaders tried to avoid war through appeasement, In the lead up to war Hitler had attacked many countries, the war began after Hitler invaded Poland, understand that children were evacuated and had different experiences, know that rationing was a necessary measure in wartime, know that many men were conscripted to the armed forces and women were made to take on traditionally "male" roles, know that the German Luftwaffe attacked many UK cities in The Blitz, know that our area was also damaged through bombing, explain that people had to take precautions to protect them in air raids including building or using air raid shelters (Anderson, Morrison, public), people carried gas masks, there were ARP wardens to protect and help people in air raids, the government produced propaganda to raise morale understand that the Jewish community in Europe were subjected to the Holocaust and were sent to concentration camps</p>							
<p>Arts opportunities</p>	<p>Listen to and appreciate the lyrics in WW2 songs, explore the art work of Paul Nash- Totes Meer, uses illustrations as a source of evidence</p>							
<p>Oracy opportunities</p>	<p>Discuss art with others, make and share emotional reactions to key events and features, photo frame task- evacuation, drama- take part in an air raid siren,</p>							

<p>GDS Opportunities</p>	<ul style="list-style-type: none"> • 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?