



Key Stage 2 (Cycle A) - History Medium Term Plan

	Autumn	Spring	Summer
Topic	The Potteries	The Stone Age	Amazing Africa
Significant Person	Clarice Cliff	William Watt	Oba Esigie
Curriculum Objective	Local History Study	Changes in Britain from the Stone Age to the Iron Age	A Non-European Society which provides contrasts with British History
Vocabulary	Stoke-on-Trent, city, local, potteries, recent, decade, century, change, impact, factory, transport, bottle kiln, canal, railway, Josiah Wedgwood, Emma Bridgewater, James Brindley, Clarice Cliff, everyday life, transport, legacy.	Britain, Stone Age, BC, prehistoric, Neolithic, hunter-gatherer, farmer, settlement, shelter, tribe, artefact, archaeologist, Skara Brae, Stonehenge, Iron Age, change, impact, similarities, differences, everyday life, transport, legacy.	AD, West Africa, African, European, non-European, world, kingdom, empire, Benin, Nigeria, settlers, leader, architecture, art, Ogisos, Obas, Oba Esigie, Edo people, British Empire, legacy, contrast, compare, change, everyday life, transport, legacy.
I will know....	<p><u>Chronological Understanding</u> How to place historical events in chronological order. How to use terms such as 'century' and 'decade' to describe when something happened.</p> <p><u>Knowledge and Interpretation</u> How to identify similarities and differences between ways of life in different time periods (everyday life, transport, legacy). The possible causes of an event. The effects of an event and know how it has shaped our lives (legacy).</p>	<p><u>Chronological Understanding</u> How to place historical events in chronological order. How to use terms such as 'BC' and 'AD' to describe when something happened. Where the people and events I study fit within a chronological framework.</p> <p><u>Knowledge and Interpretation</u> How to identify similarities and differences between ways of life in different time periods (everyday life, transport, legacy). How to answer historically valid questions, e.g. 'What was life like?' or 'Why did they</p>	<p><u>Chronological Understanding</u> How to place historical events in chronological order. How to use terms such as 'BC', 'AD' and 'century' to describe when something happened. Where the people and events I study fit within a chronological framework.</p> <p><u>Knowledge and Interpretation</u> How to identify similarities and differences between ways of life in different time periods (everyday life, transport, legacy). The possible causes of an event.</p>

	<p>The importance of historical events in my own locality.</p> <p><u>Historical Enquiry</u></p> <p>How to research an event using different sources.</p> <p>What sources of evidence are and what they are used for.</p> <p>How to use a range of sources to learn more about the past.</p>	<p>behave in this way?'</p> <p>How Britain changed from the Stone Age to the Iron Age (everyday life, transport, legacy).</p> <p><u>Historical Enquiry</u></p> <p>How to use a range of sources to learn more about the past.</p> <p>How to begin to use sources of evidence to give an informed response.</p>	<p>The effects of an event and know how it shaped the lives of others.</p> <p>How to answer historically valid questions, e.g. 'What was life like?' or 'Why did they behave in this way?'</p> <p>How to identify differences between the history of Britain and the history of a non-European society.</p> <p><u>Historical Enquiry</u></p> <p>How to use a range of sources to learn more about the past.</p> <p>How to use sources of evidence to give an informed response.</p>
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Key Stage 2 (Cycle B) - History Medium Term Plan

	Autumn	Spring	Summer
Topic	Food, Glorious Food!	Toga Tastic	Tropical Jungle Journey
Significant Person	Queen Victoria	Julius Caesar	Francisco Pizarro
Curriculum Objective	A theme in British history that extends pupils' chronological knowledge beyond 1066	The Roman Empire and its Impact on Britain	A non-European society that provides contrasts with British history
Vocabulary	Victorian era, AD, century, decade, change, Britain, Queen Victoria, monarch, industry, revolution, invention, workhouse, education, children, Lord Shaftesbury, miner, chimneysweep, impact, similarities, differences, transport, everyday life, legacy.	Europe, Rome, Italy, Britain, AD, BC, century, Romans, Celts, invade, conquer, Julius Caesar, Emperor Claudius, Boudicca, impact, colosseum, gladiator, chariot, mosaics, language, culture, change, transport, everyday life, legacy.	Peru, South America, The Incas, civilization, invention, gods, sun god (Inti), Macchu Picchu, The Inca Empire, Emperor, Sapa Inca (Emperor), tribe, nobles, peasants, Francisco Pizarro, civil war, conflict, conquer, inventions, impact, transport, everyday life, legacy.
I will know....	<p><u>Chronological Understanding</u> How to place historical events in chronological order. How to use a range of historical terms such as 'AD', 'century' and 'decade' to describe when something happened. When something happened in relation to other time periods I have studied.</p> <p><u>Knowledge and Interpretation</u> How to identify connections and contrasts between different time periods (everyday life, transport, legacy) How to consider different causes of an</p>	<p><u>Chronological Understanding</u> How to place historical events in chronological order and begin to work out how long ago they happened. How to use a range of historical terms such as 'BC', 'AD', 'century', 'decade' and 'duration' to describe when something happened. When something happened in relation to other time periods I have studied and I can suggest similarities and differences.</p> <p><u>Knowledge and Interpretation</u> How to can identify connections and contrasts</p>	<p><u>Chronological Understanding</u> How to place historical events in chronological order and know how long ago they happened. How to use a range of historical terms such as 'BC', 'AD', 'century', 'decade' and 'duration' to describe when something happened. When something happened in relation to other time periods I have studied and I can suggest similarities and differences.</p> <p><u>Knowledge and Interpretation</u></p>

	<p>event.</p> <p>The impact of an event on peoples' lives (legacy).</p> <p>How to answer historically valid questions using different sources of evidence, e.g. 'What was life like?' 'Why did they behave in this way?'</p> <p>How to recount aspects of British history beyond 1066, such as the rule of Queen Victoria.</p> <p><u>Historical Enquiry</u></p> <p>How to select and organise historical information effectively.</p> <p>How to use a range of sources to learn more about the past and give an informed response.</p>	<p>between different time periods (everyday life, transport, legacy)</p> <p>How to consider different causes of an event.</p> <p>The impact of an event on peoples' lives (legacy).</p> <p>What 'historically significant' means and how to explain why an event is historically significant.</p> <p>How to explain the impact of the Roman Empire on Britain (everyday life, transport, legacy).</p> <p><u>Historical Enquiry</u></p> <p>How to select and organise historical information effectively.</p> <p>How to use a range of sources to learn more about the past and give an informed response.</p> <p>The significance of various sources of evidence, including primary and secondary sources.</p>	<p>How to can identify connections and contrasts between different time periods (everyday life, transport, legacy)</p> <p>How to consider different causes of an event.</p> <p>The impact of an event on peoples' lives (legacy).</p> <p>How to explain why an event is historically significant.</p> <p>How to identify differences between the history of Britain and a non-European society.</p> <p><u>Historical Enquiry</u></p> <p>How to use a range of sources to learn more about the past and give an informed response.</p> <p>The significance of various sources of evidence, including primary and secondary sources.</p> <p>How to devise my own historically valid questions and research the answers to them.</p>
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