

**Key Stage 2 (Cycle B) - History Medium Term Plan**

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|  | **Autumn** | **Spring** | **Summer** |
| **Term** | **Ancient Egyptians** | **The Romans** | **History of Stoke** |
| **Curriculum Objective** | **Know about the achievements of the earliest civilizations.** | **The Roman Empire and its Impact on Britain.** | **A study of an aspect of history dating from a period beyond 1066 that is significant in the locality.** |
| **Vocabulary to support Substantive and Disciplinary Knowledge** | Ancient Egypt, Britain, pharaohs, pyramid, hieroglyphics, vizier, sarcophagus, papyrus, slavery, achievements.  Change, significance, impact, century, decade, chronological, concurrent, sources, primary, secondary, similarities, differences. | Romans, Italy, Britain, landscape, occupation, invasion, resistance, Julius Caesar, Emperor Claudius, Boudicca, centurion, Londinium, Romanisation, aqueduct, senate.  Change, significance, impact, legacy, century, decade, chronological, sources, primary, secondary, similarities, differences, bias, exaggeration. | Stoke-on-Trent, Staffordshire, polycentric, railway, The Potteries, industrialisation, Trent and Mersey Canal, mining, James Brindley, Josiah Wedgewood, Emma Bridgewater.  Change, significance, impact, century, decade, chronological, sources, primary, secondary, similarities, differences, different accounts, bias, exaggeration. |
| **I will know….** | **Chronology and Causation**   * How to place events, people and changes of British, local and world history on a timeline. * How to accurately set out different events onto a timeline. * How to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. * How to use the timeline in relation to the unit being studied. * How to use the words and phrases century and decade. * How some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.   **Historical Enquiry**   * The difference between primary and secondary sources of evidence. * How to use a range of sources to collect information about the past. * How to construct informed responses about one aspect of life.   **Interpretation and Significance**   * The impact that bias has on historical events. * That historical recounts are prone to exaggeration. * How to investigate different accounts of historical events and explain some of the reasons why the accounts may be different. * How to talk about the impact of a past action on our lives today. * The similarities and differences between different times in the past according to the periods of history studied. | **Chronology and Causation**   * How to place events, people and changes of British, local and world history on a timeline. * How to accurately set out different events onto a timeline. * That some major events in the past caused a major change to the British landscape, e.g., Roman occupation. * How to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. * How to use a timeline in relation to the unit being studied. * How to use the words and phrases century and decade.   **Historical Enquiry**   * The difference between primary and secondary sources of evidence. * How to use a range of sources to collect information about the past.   **Interpretation and Significance**   * The impact that bias has on historical events. * That historical recounts are prone to exaggeration. * How to investigate different accounts of historical events and explain some of the reasons why the accounts may be different. * How to talk about the impact of a past action on our lives today. * The similarities and differences between different times in the past according to the periods of history studied. | **Chronology and Causation**   * How to place events, people and changes of British, local and world history on a timeline. * How to accurately set out different events onto a timeline. * That some major events in the past caused a major change to the British landscape, e.g., industrial revolution. * How to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. * How to use a timeline in relation to the unit being studied. * How to use the words and phrases century and decade.   **Historical Enquiry**   * The difference between primary and secondary sources of evidence. * How to use a range of sources to collect information about the past. * How to construct informed responses about one aspect of life.   **Interpretation and Significance**   * The impact that bias has on historical events. * That historical recounts are prone to exaggeration. * How to look at more than two versions of the same event or story in history and identify differences. * How to investigate different accounts of historical events and explain reasons why the accounts may be different. * How to talk about the impact of a past action on our lives today. * The similarities and differences between different times in the past according to the periods of history studied. |