

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

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|  | **Autumn** | **Spring** | **Summer** |
| **Term** | **The Stone Age** | **Ancient Greeks** | **Homes Over Time** |
| **Curriculum Objective** | **Changes in Britain from the Stone Age to the Iron Age.** | **A study of Greek life and achievements and their influence on the western world.** | **Develop a chronologically secure knowledge and understanding of British, local and world history.** |
| **Vocabulary to support Substantive and Disciplinary Knowledge** | Hunter-gatherer, settlement, Iron Age forts, Skara Brae, Stonehenge, archaeologists.  Change, significance, impact, BC, BCE, AD, chronological, sources, evidence. | Ancient Greeks, Ancient Britons, Athenians, Spartans, philosophy, Gods, Zeus, democracy, Olympics.  Change, significance, compare, BC, BCE, AD, chronological, sources, evidence, artefacts, primary sources, secondary sources, versions of events. | Mangle, dolly, pantry, stove, couch, scullery, food preparation, technology, telephone, television, heating.  Periods of time, century, change, compare, significance, impact, evidence, artefacts, fact and fiction. |
| **I will know….** | **Chronology and Causation**   * That the past is divided into different named periods of time. * How to use dates to explain British, local and world history. * How to use a timeline that identifies different centuries. * Appropriate dates and chronological conventions, e.g., BC, BCE and AD. * How to put artefacts or information in chronological order from a long time ago. * That significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore.   **Historical Enquiry**   * How to use a variety of sources to collect information about the past. * How to suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past. * That there are different types of evidence and sources that can be used to help represent the past.   **Interpretation and Significance**   * How to observe and use pictures, photographs and artefacts to find out about the past. * How to use stories or accounts to distinguish between fact and fiction. * That there are different types of evidence and sources that can be used to help represent the past. | **Chronology and Causation**   * That the past is divided into different named periods of time. * How to use dates to explain British, local and world history. * How to use a timeline that identifies different centuries. * Appropriate dates and chronological conventions, e.g., BC, BCE and AD. * How to put artefacts/ information in chronological order. * That significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore.   **Historical Enquiry**   * How to use a variety of sources to collect information about the past. * How to suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past. * That there are different types of evidence and sources that can be used to represent the past.   **Interpretation and Significance**   * That much of what is presented as historical fact is based on limited information. * The reasons someone may have acted as they did in relation to the events of a time studied. * How to compare two versions of a past event. * How to observe and use pictures, photographs and artefacts to find out about the past. * How to use stories or accounts to distinguish between fact and fiction * That there are different types of evidence and sources that can be used to represent the past. | **Chronology and Causation**   * That the past is divided into different named periods of time. * How to use dates to explain British, local and world history. * How to put artefacts or information in chronological order from a long time ago. * That significant discoveries or inventions created much change to the lives of people, e.g. the telephone and television.   **Historical Enquiry**   * How to use a variety of sources to collect information about the past. * How to suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past. * That there are different types of evidence and sources that can be used to help represent the past.   **Interpretation and Significance**   * How to compare two versions of a past event. * How to observe and use pictures, photographs and artefacts to find out about the past. * How to use stories or accounts to distinguish between fact and fiction. |