

KS2 Medium Term Plan for History

		A	B
	LKS2	<u>Did everyone welcome the Romans into Britain?</u> <u>Roman Empire and its impact on Britain (43AD- 410AD). The invasion of Claudius including Hadrian's Wall, British resistance - Boudicca – Ribchester Roman Museum (local study).</u> 2 Use common words and phrases concerned with the passing of time. 2 Recognise some reasons why people in the past acted as they did. 2 Talk about what / who was significant in simple historical accounts. 2 Demonstrate simple historical concepts and events through role-play, drawing and writing. 3 Describe aspects of the R.Empire & recognise its impact on Britain. 3 Recognise that different versions of past events may exist. 4 Recognise why some events happened and what happened as a result.	<u>How did the Ancient Egyptians spend their leisure time?</u> <u>An overview of where and when the first civilizations Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China appeared. Followed by a depth study of The Ancient Egyptians (3100 BC – 30 BC) focus on Leisure & Entertainment during the period.</u> 2 Use a variety of simple historical terms and concepts to communicate knowledge. 2 Order and sequence events and objects. 3 Use sources to address historically valid questions. 3 Select & organise historical information to present in a range of ways. 3 Discuss some historical events, issues, connections and changes. 3 Describe some of the ways the past can be represented. 4 Demonstrate more in-depth knowledge of one specific civilisation.
	Autumn	<u>Did Ancient Greek children have time to play?</u> <u>Achievements of the Earliest civilisations - Ancient Greece (776 BC – 146 BC)</u> 3 Describe some ways the past can be represented. 3&4 Use some dates & historical terms when ordering events & objects. 4 Describe & compare some of the characteristic features & achievements of the earliest civilisations including where and when they appeared. 5 Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. 5 Use appropriate vocabulary when discussing and describing historical events.	<u>Why did the Vikings bother to come to England?</u> <u>The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (died Jan 1066). (Anglo-Saxon = 410-1066 AD Dark Ages/Early Middle Ages – Christian conversion – Canterbury, Iona, Lindisfarne... comparisons to be drawn with Summer term unit on Baghdad AD900.</u> <i>Option: Plan both history units together and teach for a full term and then a term of Geography.</i> 3 Recognise that different versions of past events may exist. 3 Discuss some historical events, issues, connections and changes. 4 Explore links & contrasts within and across different periods of time. 5 Describe aspects of Britain's settlement by Anglo-Saxons & Scots. 5 Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 5 Evaluate sources and make simple inferences.
	UKS2		

Spring	LKS2	<u>Who were the first people in Britain?</u> <u>Changes in Britain from the Stone Age (15,000BCE-3000BCE), Bronze Age (3000-800BCE) to the Iron Age (600-0 BCE).</u> 2 Ask and answer simple questions about the past through observing and handling a range of sources. 2 Recognise some basic reasons why people in the past acted as they did. 2 Use a variety of simple historical terms and concepts. 3 Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. 3 Use relevant historical terms and vocabulary linked to chronology. 3 Demonstrate awareness that the past can be divided into different periods of time. 4 Identify where people and events fit into a chronological framework.	<u>What was it like to live in Anglo-Saxon Britain?</u> <u>Britain's settlement by Anglo-Saxons and Scots.</u> <u>Include: The Roman withdrawal AD410 and the collapse of the western Roman Empire. Anglo-Saxon and Scots settlements & Kingdoms (place names/village life). Art & Culture – including leisure & entertainment – compare with Ancient Egyptian pastimes.</u> 2 Recognise basic reasons why people in the past acted as they did. 2 Talk about what/who was significant in simple historical accounts. 3 Discuss some historical events, issues, connections and changes. 3&4 Use some dates & historical terms when ordering events & objects. 4 Select & organise relevant historical information to present in a range of ways. 4 Use sources to address historically valid questions and hypotheses.
	UKS2	<u>What do we have today because the Romans lived here?</u> <u>A study of an aspect/theme of British History from 1066 to present day - Legacy of Roman culture: art/architecture/literature/roads/hygiene...</u> 3 Recognise that our knowledge of the past is constructed from different sources of evidence. 3 & 4 Use some dates and historical terms when ordering events and objects. 4 Recognise how sources of evidence are used to make historical claims. 5 Identify where people, places and periods of time fit into a chronological framework. 5 Choose relevant sources of evidence to support particular lines of enquiry.	<u>Why is this period called 'The Golden Age of Baghdad?'</u> <u>Non-European society in contrast with British History Early Islamic study of Baghdad AD900 –compare with above unit Anglo-Saxon/Dark Ages of Britain 410AD-1066AD.</u> 3 Use sources to address historically valid questions. 3 Select and organise historical information to present in a range of ways. 4 Discuss significant aspects of, and connections between, different historical events. 5 Describe key aspects of a non-European society such as the early Islamic civilisation. 5 Use dates and appropriate historical terms to sequence events and periods of time.

Summer	LKS2	<u>Why was the Thomasson family important in Bolton?</u> <u>Local History Study – John Pennington Thomasson (1841-1904) – legacy: Mere Hall, Cleveland Prep School, businesses, Thomasson Park.</u> 2 Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. 2 Develop awareness of significant historical events, people and places in their own locality. 3 Demonstrate knowledge of aspects of history significant in their locality. 3 & 4 Use some dates and historical terms when ordering events and objects.	<u>Do we have fun in the same way as people who lived in the past?</u> <u>A study of an aspect of British History from 1066 to present day Leisure & Entertainment in 21st Century – compare with Ancient Egyptians and Anglo-Saxons.</u> 2 Consider why things may change over time. 2 Recognise that their own lives are similar and /or different from the lives of people in the past. 2 Choose parts of stories and other sources to show what they know about significant people and events. 3 Recognise that our knowledge of the past is constructed from different sources of evidence. 3 Explore trends and changes over time. 4 Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.
	UKS2	<u>Was the cotton trade of Bolton good for all?</u> <u>Local History Study – The Cotton Mills and businesses of the Thomasson family and the link to forced labour – Black history.</u> 3 Demonstrate knowledge of aspects of history significant in their locality. 4 Identify historically significant people and events in different situations. 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses. 5 Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. 5 Discuss and debate historical issues.	<u>How has hearing technology changed over time?</u> <u>A study of an aspect/theme of British History from 1066 to present day – Changes to hearing aids/cochlear implants/assistive technologies.</u> 3 Explore trends and changes over time. 3 Demonstrate knowledge of aspects of history significant in their locality. 4 Use relevant and appropriate historical terms and vocabulary linked to chronology. 5 Recognise how our knowledge of the past is constructed from a range of sources. 5 Choose relevant ways to communicate historical findings.