



# Medium Term Plan History 2023-2024



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Trips or events</b>	<b>Y3</b> – Cheddar pre-history trip <b>Ancient Britain day</b> <b>Y4</b> – Caerleon <b>Y5</b> - M-shed history of chocolate workshop <b>Y6</b> - Local WW1 area walk with expert. Visit from expert. Trip to Arnos Vale.		<b>Y1</b> – SS Great Britain <b>Y3</b> - Ancient Egypt day <b>Y4</b> – Performance of Beowulf		<b>Y3</b> – Ancient Greek day <b>Y4</b> – Viking day	<b>Y2</b> – Clevedon seafront and RNLI visit <b>Y5</b> – Abolition boat tour and local area history walk
<b>EYFS</b>	<i>Talk about the people around them</i> (Ourselves/my family)  <i>Similarities and differences between cultures and religions</i> (special places in Bristol for the festivals we are looking at, stories from these religions)  <i>Understanding changes and processes in the natural world</i> Park Trip (seasons, observing natural world)	<i>Talk about the people around them All About Me box (language of past/present/now/then)</i>  <i>Similarities and differences between cultures and religions</i> (special places in Bristol for Diwali, Christmas, Hanuka, stories from these religions)  <i>Similarities and differences different countries, Similarities and differences between the natural world around them and contrasting environments</i> – park trip photos (From My Window text)	<i>The roles people do in society/local community</i> (Jobs people do)  <i>Similarities and differences between cultures and religions</i> (special places in Bristol for the festivals we are looking at, stories from these religions)	<i>Similarities and differences between things in the past and now</i> (Peepo) (before me/past me/me now)  <i>Similarities and differences between cultures and religions</i> (special places in Bristol for the festivals we are looking at, stories from these religions)  <i>Understanding changes and processes in the natural world</i> – Protecting our planet  <i>Similarities and differences different countries</i>	<i>Similarities and differences between cultures and religions</i> (special places in Bristol for the festivals we are looking at, stories from these religions)  <i>Understanding changes and processes in the natural world</i> - I wonder why  <i>Similarities and differences different countries</i> <i>Similarities and differences between the natural world around them and contrasting environments</i> – park trip photos (Here we are)	<i>Understand the past through settings, characters and events</i> (Tiger Who Came to Tea, Dogger).  <i>Similarities and differences between cultures and religions</i> (special places in Bristol for the festivals we are looking at, stories from these religions)  <i>Future me as part of transition to Year 1.</i>

				<p><i>Similarities and differences between the natural world around them and contrasting environments – park trip photos (Handa's Surprise, Here we are)</i></p>		
Year 1		<p><b><u>Who was Mary Anning and why is she famous?</u></b>  LO: I can use words linked to the passing of time and I am beginning to know where people fit in a timeline.  LO: I can discuss why Mary Anning is famous.  LO: I can find out about the past from a range of sources.  LO: I can explain why life was hard for Mary Anning.  LO: I can pick out significant features from a historical person's life.</p>	<p><b><u>Local study: Who is Brunel and what was his impact on Bristol?</u></b>  LO: I can ask questions about a significant historical figure.  LO: I can discuss the history of the suspension bridge.  LO: I can find out more information about a significant person through a range of sources.  LO: I can place events on a timeline.  LO: I can look at the differences and similarities between Bristol then and now.</p>			<p><b><u>What was life like in the 1960s?</u></b>  LO: I can place 1960 on a timeline (chronology).  LO: I understand what it was like to be a child in the 1960s through a range of sources (historical enquiry and interpretation).  LO: I can ask a person who was alive in the 1960s questions about change in culture and school life (continuity and change, and historical enquiry)  LO: I can learn about homes in the 1960s from a range of sources (continuity and change, and historical enquiry).  LO: I can compare the similarities and differences between clothes from the 1960s to now (continuity and change, and historical enquiry).  LO: I can investigate the toys children used to play with in the 1960s (continuity and change, and historical enquiry).</p>

<p><b>Year 2</b></p>	<p><b><u>Who was Jane Goodall and how does her work compare to that of Charles Darwin?</u></b>  LO: I can produce questions for a significant individual in history  LO: I can draw and describe one of Jane Goodall's epic discoveries which led to her fame.  LO: I can use a timeline to put Jane Goodall's life in chronological order.  LO: I can talk about significant people and their discoveries (Charles Darwin)  LO: I can compare the lives of two significant individuals who have made international contributions to history  LO: I can talk about why Jane Goodall is significant and why we should remember her.</p>		<p><b><u>What happened in London in September 1666?</u></b>  LO: I can ask questions about a significant event. (Enquiry)  LO: I can discuss the similarities and differences of ways of life from now to 1666. (similarity and difference / continuity and change)  LO: I can use my knowledge to show how the fire started. (Enquiry)  LO: I can explain how written sources can inform about life in 1666. (Interpretation / enquiry)  LO: I can discuss the causes of the fire. (Cause and consequence)  LO: I can make a conclusion about the government's role in the spread of the fire. (Significance / interpretation)  LO: I can explain how and why King Charles II tried to stop the fire. (Significance and enquiry)  LO: I can create a timeline of the GFL. (Chronology)  LO: I can identify how London has changed.</p>	<p><b><u>Who was Katherine Johnson and why is she famous?</u></b>  LO: I can discuss the impact Katherine Johnson had on science. (enquiry and significance)  LO: I can place events on a timeline. (chronology)</p>	<p><b><u>Who is Grace Darling and why is she famous?</u></b>  LO: I can produce questions for a significant individual in history (significance)  LO: I can infer information from source (interpretation)  LO: I can place events on a timeline (chronology)  LO: I understand why Grace Darling is significant and her actions developed the lifeboat industry.</p>	<p><b><u>Local study: How have seashores changed over time?</u></b>  LO: I understand why Grace Darling is significant to the history of seashores.  LO: I can infer information from sources.  LO: I can compare life in Victorian times to the present.  LO: I can order events on a timeline.  LO: I can compare the similarities and differences between seashores in Victorian times compared to now.</p>
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			(Continuity and change)			
<b>Year 3</b>	<p><b><u>How did life change from the Stone Age to the Iron Age?</u></b></p> <p>LO: I am beginning to understand the chronology of early Britain.</p> <p>LO: I can find out about the past using a range of archaeological evidence.</p> <p>LO: I understand how life changed during the new Stone Age.</p> <p>LO: I can use archaeological evidence to draw conclusions.</p> <p>LO: I understand how and why Stonehenge was constructed.</p> <p>LO: I can interpret archaeological evidence.</p> <p>LO: I understand the significant developments that took place during the Iron Age.</p>		<p><b><u>What was life like in the earliest civilisations? (Depth study of Ancient Egypt).</u></b></p> <p>LO: I am beginning to understand the chronology of the ancient civilisations.</p> <p>LO: I can look at the similarities and differences between early civilisations.</p> <p>LO: I can compare aspects of the Shang Dynasty civilisation with Ancient Egypt</p> <p>LO: I can use archaeological evidence to understand how settlements came to be.</p> <p>LO: I understand how and why the Great Pyramids of Giza were built.</p> <p>LO: I can use archaeological evidence to draw conclusions.</p>		<p><b><u>How have the Ancient Greeks influenced our lives today?</u></b></p> <p>LO: I can place the Ancient Greek civilisation on a timeline.</p> <p>LO: I can describe similarities and differences about the past.</p> <p>LO: I can explain how archaeological sites help us to find out about life in Ancient Greece.</p> <p>LO: I understand how different interpretations of the past have been constructed.</p> <p>LO: I can identify connections over time.</p> <p>LO: I can identify how our language today has been influenced by the Ancient Greeks.</p> <p>LO: I can explain how the Olympic games started and how they have changed over time.</p> <p>LO: I can recognise the significance of Greek mathematicians and scientists.</p>	
<b>Year 4</b>	<p><b><u>What was life like in Roman Britain?</u></b></p> <p>LO: I continue to develop my chronological knowledge of British, local and world history.</p>			<p><b><u>What happened in Britain after the Romans left? (The Anglo-Saxons)</u></b></p> <p>LO: I can use secondary evidence to</p>	<p><b><u>What was life like in Viking Britain?</u></b></p> <p>LO: I can place events from periods studied onto a timeline.</p> <p>LO: I can use sources to understand the</p>	

	<p>LO: I know that the Romans invaded and settled in Britain to expand their empire.</p> <p>LO: I can compare the Celts and Romans and describe what life might have been like.</p> <p>LO: I know the common features found in most Roman towns and cities</p> <p>LO: I know the different types of Roman homes. LO: I can use a variety of sources to know what rich and poor Romans ate.</p> <p>LO: I know that Boudicca was a Celt and fought against the power of the Romans.</p> <p>LO: I can use a range of sources to deduce and infer about Roman ways of life in Britain.</p>			<p>decide why the Anglo-Saxons settled here. LO I can use primary sources of evidence to draw conclusions LO I understand the importance of Christianity in Anglo-Saxon Britain. LO. I can investigate the power struggle between the Vikings and the Anglo Saxons. LO I understand the impact of Alfred the Great. LO I can investigate how Anglo Saxons punished criminals.</p>	<p>significance of the Viking raid on Lindisfarne. LO: I can use secondary sources to help understand more about day to day Viking life when they settled in England. LO: I can explain how recent excavations have changed our view of the Vikings. LO: I understand how Viking longships were used for trade. LO: I can understand several Viking Sagas and re-tell one of them as a comic-strip or playscript LO: I know what runes are and can create my own Viking name and runestone. LO: I can make a Hnefatafl or Viking chess set.</p>	
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<b>Year 5</b>	<p><b><u>Local study: What part did Bristol play in the chocolate industry?</u></b></p> <p>LO: I understand when Bristol became important in the history of chocolate making.</p> <p>LO: I understand the significance of Bristol in the history of chocolate making in the United Kingdom.</p> <p>LO: I can explore different sources to find out about the history of chocolate production in Bristol.</p> <p>LO: I understand the term ‘industrialisation’ and how the Fry’s chocolate cream bar was made.</p> <p>LO: I can use sources to explore conditions for chocolate workers in Bristol.</p> <p>LO: I can select relevant historical information.</p>		<p><b><u>The Elizabethan times – was it all banquets and fun?</u></b></p> <p>LO: I can place the Elizabethan era in the wider historical context.</p> <p>LO: I can use different sources to begin to form ideas about Elizabeth I.</p> <p>LO: I know what a Royal Progress was and can share opinions about it.</p> <p>LO: I know some of the reasons why the Spanish Armada was defeated.</p> <p>LO: I can explore a range of sources and use these to form an opinion of Sir Francis Drake.</p> <p>LO: I can explore and discuss my ideas about Mary Queen of Scots</p> <p>LO: I can compare and contrast what life was like for different people in the Elizabethan times.</p>			<p><b><u>Local study: What was Bristol’s role in the transatlantic slave trade?</u></b></p> <p>LO: I understand what is meant by the transatlantic slave trade and when it started.</p> <p>LO: I can use a variety of different primary and secondary sources to draw conclusions.</p> <p>LO: I understand the significance of Bristol in the history of Transatlantic slavery.</p> <p>LO: I explain why the statue of Edward Colston was built and why it was pulled down.</p> <p>LO: I understand why a bridge in Bristol is named after a man named Pero Jones.</p> <p>LO: I can explain the different factors that brought about the end of the slave trade.</p>
<b>Year 6</b>	<p><b><u>Local study: How did WW1 change peoples’ lives?</u></b></p>			<p><b><u>Who were the Mayans?</u></b></p> <p>LO: I understand the chronology of the Mayans and how this fits into a broader chronological framework.</p>		

	<p>LO: I can share my existing ideas about WW1.</p> <p>LO: I can interpret and make inferences about artefacts linked to WW1</p> <p>LO: I can understand and explain the causes of WW1.</p> <p>LO: I can describe the enlistment process in WW1.</p> <p>LO: I can explore and discuss trench warfare.</p> <p>LO: I know what life was like in the trenches.</p> <p>LO: I understand why propaganda was important in WW1</p> <p>LO: I know how WW1 changed life for women in Britain.</p>			<p>LO: I can use archaeological sources to explain what life was like in a Mayan city and draw comparisons to life in the UK during the same period.</p> <p>LO: I understand the significance of Pakal the Great.</p> <p>LO: I can investigate different interpretations of the Pok-ta-pok ball game.</p> <p>LO: I understand some of the inventions of the Maya, such as the Mayan calendar, and can contrast these achievements with those of other early civilisations.</p> <p>LO: I understand how we know about the Mayan writing system and what it has taught us about the Mayans.</p> <p>LO: I understand different possible causes for the decline in the Mayan civilisation in 900 AD.</p>	
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