

Nursted Community Primary School

History: Knowledge, Concepts and Skills – Medium Term Planning

Progression in history is characterised by children developing their understanding of **knowledge, concepts and skills**. These building blocks are interrelated and planning should focus on aspects of all three.

<p>Substantive Knowledge in history is made up of:</p> <ol style="list-style-type: none"> 1. Knowledge of the past – based on the period being studied. 2. Chronological Knowledge 3. Substantive concepts 	<p>Substantive Concepts:</p> <p>As children progress, they should develop and apply their understanding of different historical concepts including:</p> <ul style="list-style-type: none"> • Settlements: A place where people live and work. • Civilisation: A complex society that has developed advanced systems of government, culture and technology. • Invasion and War: invading a country, region or area with a large armed force. • Democracy: ‘rule by the people’. IN a democracy the people elect the government and have a say in how it is run by voting in elections. • Empire: A group of nations or countries ruled by one ruler or government. • Monarchy: A form of government with a single person known as the monarch as its head. Monarchs use titles such as king, queen, emperor, empress.
<p>Disciplinary knowledge: how historians find out about the past and how they shape their arguments.</p> <p>Disciplinary Knowledge in history is made up of:</p> <ol style="list-style-type: none"> 1. Cause and Consequence: how and why things are as they are. 2. Change and continuity: why things change; why things stay the same. 3. Similarities and Differences 4. Handling Evidence: learning from primary sources 5. Historical Interpretation: learning from secondary sources 6. Historical Significance 	
<p>Disciplinary Skills: as children progress, they should develop and apply their historical skills across different units of learning:</p> <ol style="list-style-type: none"> 1. Enquire by looking at different sources, researching, discussing 2. Understanding and analysing evidence 3. Presenting and communicating their findings 	

Nursted History Curriculum Coverage Overview

Knowledge and Concepts

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
What was I like as a baby? <ul style="list-style-type: none"> Civilisation 	Explorers (Christopher Columbus and Neil Armstrong) <ul style="list-style-type: none"> Settlements Civilisation Invasion and War 	Local History: Battle of Roundway <ul style="list-style-type: none"> Settlements Civilisation Invasion and War 	Ancient Egypt <ul style="list-style-type: none"> Civilisation 	The Tudors <ul style="list-style-type: none"> Monarchy 	Anglo-Saxons and Scots <ul style="list-style-type: none"> Settlements Civilisation Invasion and War 	World War 2 <ul style="list-style-type: none"> Invasion and War
Who was Mary Anning? <ul style="list-style-type: none"> Civilisation 	First Aeroplane Flight <ul style="list-style-type: none"> Civilisation 	Nurturing Nurses (Florence Nightingale and Mary Seacole) <ul style="list-style-type: none"> Civilisation Invasion and War Democracy 	Stone Age to Iron Age <ul style="list-style-type: none"> Settlements Civilisation 	Local History – Significant Landmarks of Devizes <ul style="list-style-type: none"> Settlements Civilisation 	Vikings and Anglo-Saxons <ul style="list-style-type: none"> Invasion and War Monarchy 	The Mayans <ul style="list-style-type: none"> Settlements Civilisation
	Local History - How have houses changed over time? <ul style="list-style-type: none"> Settlements Civilisation 	The Great Fire of London <ul style="list-style-type: none"> Civilisation Democracy Monarchy 	Local history – Caen Hill Locks <ul style="list-style-type: none"> Settlements 	The Romans <ul style="list-style-type: none"> Settlements Civilisation Invasion and War 	Ancient Greeks <ul style="list-style-type: none"> Settlements Civilisation Invasion and War Democracy Empire 	Local History: Avebury Stone Circle and henge <ul style="list-style-type: none"> Settlements Civilisation

Nursted History Key Vocabulary Overview

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
What was I like as a baby? <ul style="list-style-type: none"> • Same • Change • Different 	Explorers (Christopher Columbus and Neil Armstrong) <ul style="list-style-type: none"> • Explorer • Travel • Significant person 	Local History: Battle of Roundway <ul style="list-style-type: none"> • Roundheads • Cavaliers • Roundway Down 	Ancient Egypt <ul style="list-style-type: none"> • Pharaoh • Afterlife • Mummification 	The Tudors <ul style="list-style-type: none"> • Monarch • Catholic • Protestant 	Anglo-Saxons and Scots <ul style="list-style-type: none"> • Angles • Saxons • 3. Jutes 	World War 2 <ul style="list-style-type: none"> • Nazi Party • Evacuation • Rationing
Who was Mary Anning? <ul style="list-style-type: none"> • Extinct • Mary Anning • Fossil 	First Aeroplane Flight <ul style="list-style-type: none"> • Inventor • Aeroplane • Pilot 	Nurturing Nurses (Florence Nightingale and Mary Seacole) <ul style="list-style-type: none"> • Crimean War • Red Cross • Prejudice • 	Stone Age to Iron Age <ul style="list-style-type: none"> • Agriculture • Hunter-Gatherer • Settlements 	Local History – Significant Landmarks of Devizes <ul style="list-style-type: none"> • Canal • Restore • Landmark 	Vikings and Anglo-Saxons <ul style="list-style-type: none"> • Kingdom • Invade • Danelaw 	The Mayans <ul style="list-style-type: none"> • Conquistadors • Non European • abandoned
	Local History - How have houses changed over time? <ul style="list-style-type: none"> • Past • Present • Modern 	The Great Fire of London <ul style="list-style-type: none"> • Pudding Lane Bakery • River Thames • King Charles II 	Local history – Caen Hill Locks <ul style="list-style-type: none"> • Lock • Canal • Waterways 	The Romans <ul style="list-style-type: none"> • Invasion • Rebellion • Emperor 	Ancient Greeks <ul style="list-style-type: none"> • Democracy • Empire • Ancient Olympics 	Local History: Avebury Stone Circle and henge <ul style="list-style-type: none"> • Prehistoric • Henge • Stone circle

Key Stage 1 History Key Knowledge Summary

EYFS	Year 1	Year 2
<p>What was I like as a baby?</p> <ol style="list-style-type: none"> 1. I know ways I have changed since I was a baby. 2. I know things that have stayed the same since I was a baby. 3. I know how some toys have changed since my grandparents were children. 	<p>Explorers (Christopher Columbus and Neil Armstrong)</p> <ol style="list-style-type: none"> 1. I know that an explorer travels to places not many people have been. 2. I know that Christopher Columbus travelled by ship. 3. I know that Neil Armstrong travelled to space. 	<p>The Battle of Roundway Down</p> <ol style="list-style-type: none"> 1. I know a similarity between houses now and in the past 2. I know a difference between houses now and in the past 3. I can learn from old photographs
<p>Who was Mary Anning?</p> <ol style="list-style-type: none"> 1. Mary Anning was the first female fossil hunter. 2. Extinct means no longer living. 	<p>First Aeroplane Flight</p> <ol style="list-style-type: none"> 1. The Wright Brothers invented the first aeroplane 2. The first aeroplane flight took place in 1903 3. The Wright Brothers made it easier and quicker for people to travel around the world 	<p>Nurturing Nurses (Florence Nightingale and Mary Seacole)</p> <ol style="list-style-type: none"> 1. Florence Nightingale and Mary Seacole were nurses who looked after soldiers in the Crimean War. 2. Mary Seacole was black and it was harder for her to become a nurse. 3. Both nurses changed nursing for the better by making hospitals cleaner.
	<p>Local History - How have houses changed over time?</p> <ol style="list-style-type: none"> 1. I know a similarity between houses now and in the past 2. I know a difference between houses now and in the past 3. I can learn from old photographs 	<p>The Great Fire of London</p> <ol style="list-style-type: none"> 1. The Great Fire of London happened in September 1666, starting in a bakery on Pudding Lane. 2. The fire spread quickly because the houses were made of wood and built close together. 3. We know about the Great Fire of London because Samuel Pepys wrote a diary about it.

Key Stage 2 History Key Knowledge Summary

Year 3	Year 4	Year 5	Year 6
<p>Ancient Egypt</p> <ol style="list-style-type: none"> 1. Ancient Egypt was ruled by Pharaohs who were like kings or queens. 2. Ancient Egyptian citizens built pyramids for the Pharaoh's afterlife. 3. Rich people were mummified to preserve the body for the afterlife. 	<p>The Tudors</p> <ol style="list-style-type: none"> 1. The Tudor family ruled from 1485-1603 2. Henry wanted a divorce so he split from the Catholic church 3. We now have the Church of England because Henry split from the Catholic church. 	<p>Anglo-Saxons and Scots</p> <ol style="list-style-type: none"> 1. By around 450 AD, the last of the Roman had returned home and Anglo-Saxons and Scots invaded Britain. 2. The Anglo-Saxons divided Britain into seven kingdoms each with its own ruler. 3. Christianity became the dominant religion after Paganism. 	<p>World War 2</p> <ol style="list-style-type: none"> 1. Adolf Hitler was the leader of the Nazi Party who wanted to gain power for Germany by invading our allies. 2. Children were evacuated from cities to the country to be safe from air raids. 3. People had rationed food, clothing and other items during WW2.
<p>Stone Age to Iron Age</p> <ol style="list-style-type: none"> 1. People survived as Hunter gathers 2. As the period progresses, people start to form settlements and agriculture takes over. 3. We know about this as some monuments like Stonehenge still survive today. 	<p>Local History – Significant Landmarks of Devizes</p> <ol style="list-style-type: none"> 1. In 1643 during the first English Civil War there was an important battle on Roundway Hill. 2. Caen Hill Locks were opened in 1810 (Learned about in Y3) 3. Some landmarks such as the Market Cross (build 1814) have been restored. 	<p>Vikings and Anglo-Saxons</p> <ol style="list-style-type: none"> 1. The Vikings invaded and settled in Scotland in 787 AD before heading south. 2. King Alfred the great gained control over the area known as Danelaw. 3. Edward the Confessor died and the Viking rule ended with the Battle of Hasting in 1066. 	<p>The Mayans</p> <ol style="list-style-type: none"> 1. Mayan ruins were discovered by the Spanish conquistadors 2. They built the great stone cities and monuments that can be visited today 3. Maya were abandoned by A.D. 900, historians, are not sure why.
<p>Local history – Caen Hill Locks</p> <ol style="list-style-type: none"> 1. Caen hill locks were built to enable trade. 2. Today they are used more for pleasure. 3. There are 29 locks 	<p>The Romans</p> <ol style="list-style-type: none"> 1. Julius Ceaser was a famous Roman Emperor who invaded Britain. 2. Boudica is a British Folk hero who refused to pay taxes to the Romans and led a rebellion against the Romans. 3. The Romans won the Invasion. 	<p>Ancient Greeks</p> <ol style="list-style-type: none"> 1. Democracy was first introduced to ancient Athens. 2. The first Olympic Games were part of a festival to honour the Greek God, Zeus. Women were not allowed to compete. 3. Alexander the Great ruled over the Greek Empire and conquered other lands. 	<p>Local History: Avebury Stone Circle and henge</p> <ol style="list-style-type: none"> 1. A henge is a circular area enclosed by a bank or ditch, used for religious ceremonies in prehistoric times. 2. Items excavated by archaeologists have been used by historians to teach us about life in prehistoric times. 3. Stone Age people built stone circles, which were linked to rituals and solar and lunar events.

History Medium Term Planning	Unit Title: What was I like as a baby?
Year Group: EYFS	Term 2/4/6
Early Learning Goals: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
Enquiry Question: What was I like as a baby?	How this will be answered: Children will discuss the similarities and differences between themselves as a baby and now. They will compare how toys have changed since their grandparents were children.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation 	Disciplinary Knowledge <ul style="list-style-type: none"> • Similarities and differences • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources
Substantive Key Knowledge <ul style="list-style-type: none"> • I know ways I have changed since I was a baby. • I know things that have stayed the same since I was a baby. • I know how some toys have changed since my grandparents were children. 	Chronology: 1950s until now.
Key Vocabulary: <ol style="list-style-type: none"> 1. Same 2. Change 3. Different 	

History Medium Term Planning	Unit Title: Who was Mary Anning?
Year Group: EYFS	Term 2/4/6
Early Learning Goals: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Enquiry Question: Who was Mary Anning?	How this will be answered: Children will discuss who Mary Anning was, what she did and why she was significant in History.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation 	Disciplinary Knowledge <ul style="list-style-type: none"> • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ol style="list-style-type: none"> 1. Mary Anning was the first female fossil hunter. 2. Extinct means no longer living. 	Chronology: 1799 until 1847.
Key Vocabulary: <ol style="list-style-type: none"> 1. Extinct 2. Mary Anning 3. Fossil 	

History Medium Term Planning	Unit Title: Explorers (Christopher Columbus and Neil Armstrong)
Year Group 1	Term 2/4/6
National Curriculum: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong , William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	
Enquiry Question: What is an explorer?	How this will be answered: Children orally describe what an is explorer and give an example.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • Invasion and War • Settlements 	Disciplinary Knowledge <ul style="list-style-type: none"> • Similarities and differences • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ul style="list-style-type: none"> • I know that an explorer travels to places not many people have been. • I know that Christopher Columbus travelled by ship. • I know that Neil Armstrong travelled to space. 	Chronology: 1451-Now Christopher Columbus was born 1451 Neil Armstrong was the first person to walk on the moon in 1969. He died in 2012
Key Vocabulary: <ol style="list-style-type: none"> 1. Explorer 2. Travel 3. Significant person 	

History Medium Term Planning	Unit Title: First Aeroplane Flight
Year Group 1	Term 2/4/6
National Curriculum: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	
Enquiry Question: Who flew the first aeroplane?	How this will be answered: Children orally discuss the first flight, when it happened and who flew the plane.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation 	Disciplinary Knowledge <ul style="list-style-type: none"> • Cause and consequences: how and why things are as things are as they are • Change and continuity: why things stay the same • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ul style="list-style-type: none"> • The Wright Brothers invented the first aeroplane • The first aeroplane flight took place in 1903 • The Wright Brothers made it easier and quicker for people to travel around the world 	Chronology: 1903-now Victorian Britain 20th Century 21 st Century
Key Vocabulary: <ol style="list-style-type: none"> 1. Inventor 2. Aeroplane 3. Pilot 	

History Medium Term Planning	Unit Title: Local History - How have houses changed over time?
Year Group 1	Term 2/4/6
National Curriculum: Significant historical events, people and places in their own locality.	
Enquiry Question: How have houses changed over time?	How this will be answered: Children use knowledge, photos and reflections of their walk to orally compare local houses from the past and present.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • Settlements 	Disciplinary Knowledge <ul style="list-style-type: none"> • Similarities and differences • Cause and consequences: how and why things are as things are as they are • Change and continuity: why things stay the same • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources
Substantive Key Knowledge <ul style="list-style-type: none"> • I know a similarity between houses now and in the past • I know a difference between houses now and in the past • I can learn from old photographs 	Chronology: Oldest house in Devizes, The Porch House, was built in 1450 (Restored in 1900) – nearly 600 years ago. Georgian and Victorian houses seen 20th Century 21 st Century
Key Vocabulary: <ol style="list-style-type: none"> 1. Past 2. Present 3. Modern 	

History Medium Term Planning	Unit Title: Local History: Battle of Roundway
Year Group 2	Term: 2
National Curriculum: Children should be taught about: Significant historical events, people and places in their own locality.	
Enquiry Question: What Was The Battle of Roundway About?	How this will be answered: Children will write a description of the key facts learned about the battle.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • War and Invasion 	Disciplinary Knowledge <ul style="list-style-type: none"> • Historical Interpretation: learning from secondary sources • Historical Significance • Cause and Consequence
Substantive Key Knowledge: <ol style="list-style-type: none"> 1. The battle took place because King Charles I thought he should have more power than the people in Parliament. 2. The Roundheads took over Oliver's Castle in Devizes. 3. The Cavaliers won the Battle of Roundway Down. 	Chronology: Battle of Roundway 1643 King Charles 1 was King of England, Scotland, and Ireland from 27 March 1625 until his execution in 1649.
Key Vocabulary: <ol style="list-style-type: none"> 1. Roundheads 2. Cavalier 3. Roundway Down 	

History Medium Term Planning	Unit Title: Nurturing Nurses (Florence Nightingale and Mary Seacole)
Year Group 2	Term: 4
National Curriculum: Children should be taught about: events beyond living memory that are significant nationally or globally; The lives of significant individuals in the past who have contributed to national and international achievements.	
Enquiry Question: Who were Florence Nightingale and Mary Seacole and how have they helped change our lives today?	How this will be answered: Children will write a letter home as if they have been injured in the war, explaining how one of the nurses has helped improve their care.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • War and Invasion 	Disciplinary Knowledge <ul style="list-style-type: none"> • Similarities and Differences • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance • Cause and Consequence • Change and Continuity
Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Florence Nightingale and Mary Seacole were nurses who looked after soldiers in the Crimean War. 2. Mary Seacole was black and it was harder for her to become a nurse. 3. Both nurses changed nursing for the better by making hospitals cleaner. 	Chronology: 1805 – 1910 Florence Nightingale 1820-1910 Mary Seacole 1805-1881 Queen Victoria reigned 1837-1901. Crimean War 1852-1856
Key Vocabulary: <ol style="list-style-type: none"> 4. Crimean War 5. Red Cross 6. prejudice 	

History Medium Term Planning	Unit Title: The Great Fire of London
Year Group 2	Term: 6
National Curriculum: Children should be taught about: events beyond living memory that are significant nationally or globally	
Enquiry Question: What happened in the Great Fire of London and why do we remember it today?	How this will be answered: Children will write a diary entry as if they have been involved in The Great Fire of London.
Substantive Concepts: <ul style="list-style-type: none"> • Monarchy • Democracy • Civilisation 	Disciplinary Knowledge <ul style="list-style-type: none"> • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge: <ol style="list-style-type: none"> 1. The Great Fire of London happened in September 1666, starting in a bakery on Pudding Lane. 2. The fire spread quickly because the houses were made of wood and built close together. 3. We know about the Great Fire of London because Samuel Pepys wrote a diary about it. 	Chronology: <p>September 1666</p> <p>200 years after the oldest house was built in Devizes</p> <p>The Battle of Roundway took place a few years earlier in 1645.</p> <p>King Charles 11 was the king at the time.</p>
Key Vocabulary: <ol style="list-style-type: none"> 1. Pudding Lane Bakery 2. River Thames 3. King Charles II 	

History Medium Term Planning	Unit Title: Ancient Egypt
Year Group 3	Term 2
National Curriculum: Children should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China.	
Enquiry Question: What did the Ancient Egypt believe happened when you died?	How this will be answered: Children will write about the Ancient Egyptian’s belief in the afterlife and the need to preserve the body and possessions for this life.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation 	Disciplinary Knowledge <ul style="list-style-type: none"> • Similarities and differences • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ul style="list-style-type: none"> • Ancient Egypt was ruled by Pharaohs who were like kings or queens. • Ancient Egyptian citizens built pyramids for the Pharaoh’s afterlife. • Rich people were mummified to preserve the body for the afterlife. 	Chronology: Ancient Egypt (3100 BCE/BC-332 BCE/BC)
Key Vocabulary: <ol style="list-style-type: none"> 1. Pharaoh 2. Afterlife 3. Mummification 	

History Medium Term Planning	Unit Title: Stone Age to Iron Age
Year Group 3	Term 4
<p>National Curriculum: ...teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: ??changes in Britain from the Stone Age to the Iron Age</p>	
<p>Enquiry Question: How did daily life change from the Stone Age to the Iron Age?</p>	<p>How this will be answered: Children will help contribute towards a display timeline of the period and will be able to talk about it.</p>
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Civilisation • Settlements 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Similarities and differences • Cause and Consequence: how and why things are as they are. • Historical Interpretation: learning from secondary sources • Historical Significance
<p>Substantive Key Knowledge</p> <ul style="list-style-type: none"> • People survived as Hunter gathers • As the period progresses, people start to form settlements and agriculture takes over. • We know about this as some monuments like Stonehenge still survive today. 	<p>Chronology: The Stone Age began about 2.6 million years ago, when researchers found the earliest evidence of humans using stone tools, and lasted until about 3,300 B.C. when the Bronze Age began. It is typically broken into three distinct periods: the Paleolithic Period, Mesolithic Period and Neolithic Period.</p>
<p>Key Vocabulary:</p> <ol style="list-style-type: none"> 1. Agriculture 2. Hunter- Gatherer 3. Settlements 	

History Medium Term Planning	Unit Title: Local history – Caen Hill locks
Year Group 3	Term 6
National Curriculum: Children should be taught about: a local history study.	
Enquiry Question: What are Caen Hill locks?	How this will be answered: a visit to the locks followed by children writing a visitor guide pamphlet.
Substantive Concepts: <ul style="list-style-type: none"> • Settlements 	Disciplinary Knowledge <ul style="list-style-type: none"> • Historical Significance • Cause and Consequence: how and why things are as they are.
Substantive Key Knowledge <ul style="list-style-type: none"> • Caen hill locks were built to enable trade. • Today they are used more for pleasure. • There are 29 locks 	Chronology: Started in 1794, the canal was completed in 1810
Key Vocabulary: <ol style="list-style-type: none"> 1. Lock 2. Canal 3. Waterways 	

History Medium Term Planning	Unit Title: The Tudors
Year Group 4	Term 2/4/6
National Curriculum: Children should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 for example the changing power of monarchs using case studies	
Enquiry Question: Who was Henry VIII and why was he important?	How this will be answered: Children will write a short essay about Henry VIII explaining the key knowledge.
Substantive Concepts: <ul style="list-style-type: none"> Monarchy 	Disciplinary Knowledge <ol style="list-style-type: none"> Cause and Consequence: how and why things are as they are. Change and continuity: why things change; why things stay the same. Historical Significance Historical Interpretation: learning from secondary sources
Substantive Key Knowledge <ul style="list-style-type: none"> The Tudor family ruled from 1485-1603 Henry wanted a divorce so he split from the Catholic church We now have the Church of England because Henry split from the Catholic church. 	Chronology: The Tudors 1485-1603 Great Fire of London learnt about in Y2 happened after the Tudors. Battle of Roundway learnt about in Y2 happened just after the Tudors.
Key Vocabulary: <ol style="list-style-type: none"> Monarch Catholic Protestant 	

History Medium Term Planning	Unit Title: Local History – Significant Landmarks of Devizes
Year Group 4	Term 2/4/6
National Curriculum: Children should be taught about a local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	
Enquiry Question: Which landmarks in Devizes have historical significance?	How this will be answered: Children will make a poster on Historical Landmarks in Devizes to advertise the town.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • Settlements 	Disciplinary Knowledge <ol style="list-style-type: none"> 1. Similarities and Differences 2. Handling Evidence: learning from primary sources 3. Historical Interpretation: learning from secondary sources
Substantive Key Knowledge <ul style="list-style-type: none"> • In 1643 during the first English Civil War there was an important battle on Roundway Hill. • Caen Hill Locks were opened in 1810 (Learned about in Y3) • Some landmarks such as the Market Cross (build 1814) have been restored. 	Chronology: Battle of Roundway (1643) learnt about in Y2 happened just after the Tudors. Caen Hill Locks were opened almost 200 years after the Tudors.
Key Vocabulary: <ol style="list-style-type: none"> 1. Canal 2. Restore 3. Landmark 	

History Medium Term Planning	Unit Title: The Romans
Year Group 4	Term 2/4/6
National Curriculum: Children should be taught about the Roman Empire and its impact on Britain including Julius Caesar's attempted invasion in 55-54 BC and British resistance, for example, Boudica	
Enquiry Question: How was the Roman Empire built?	How this will be answered: Written answer in books.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • Invasion • Empire 	Disciplinary Knowledge <ol style="list-style-type: none"> 1. Cause and Consequence: how and why things are as they are. 2. Change and continuity: why things change; why things stay the same. 3. Similarities and Differences
Substantive Key Knowledge <ul style="list-style-type: none"> • Julius Ceaser was a famous Roman Emporor who invaded Britain. • Boudica is a British Folk hero who refused to pay taxes to the Romans and led a rebellion against the Romans. • The Romans won the Invasion. 	Chronology: The Roman period happened a long time before the Tudors. Britain was part of the Roman Empire for over three and a half centuries. from the invasion under the emperor Claudius in AD 43 until rule from Rome ended in the early 5th century.
Key Vocabulary: <ol style="list-style-type: none"> 1. Invasion 2. Rebellion 3. Emperor 	

History Medium Term Planning	Unit Title: Anglo-Saxons and Scots
Year Group 5	Term 2
<p>National Curriculum: Children should be taught about Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	
Enquiry Question: How did life change under the Anglo Saxons?	How this will be answered: Children will write a short essay about the impact of the Anglo Saxons in England.
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Civilisation • Invasion • Settlements 	<p>Disciplinary Knowledge</p> <ol style="list-style-type: none"> 1. Change and continuity: why things change; why things stay the same. 2. Similarities and Differences 3. Historical Interpretation: learning from secondary sources
<p>Substantive Key Knowledge</p> <ol style="list-style-type: none"> 4. By around 450 AD, the last of the Roman had returned home and Anglo-Saxons and Scots invaded Britain. 5. The Anglo-Saxons divided Britain into seven kingdoms each with its own ruler. 6. Christianity became the dominant religion after Paganism. 	<p>Chronology: Anglo-Saxons and Scots (The Anglo-Saxon era in Britain was from around 410CE to 800CE).</p>
<p>Key Vocabulary:</p> <ol style="list-style-type: none"> 1. Angles 2. Saxons 3. Jutes 	

History Medium Term Planning	Unit Title: Vikings and Anglo-Saxons
Year Group 5	Term 4
<p>National Curriculum: Children should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> • Viking Raids and invasions • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	
Enquiry Question: How did life change under the Vikings?	How this will be answered: Children will write a short essay about the impact of the Vikings in England.
<p>Substantive Concepts:</p> <ul style="list-style-type: none"> • Monarchy • Invasion 	<p>Disciplinary Knowledge</p> <ol style="list-style-type: none"> 4. Similarities and Differences 5. Historical Interpretation: learning from secondary sources 6. Historical Significance
<p>Substantive Key Knowledge</p> <ol style="list-style-type: none"> 1. The Vikings invaded and settled in Scotland in 787 AD before heading south. 2. King Alfred the great gained control over the area known as Danelaw. 3. Edward the Confessor died and the Viking rule ended with the Battle of Hasting in 1066. 	<p>Chronology: 790CE-1066CE.</p> <p>Battle of Hasting in 1066.</p>
<p>Key Vocabulary:</p> <ol style="list-style-type: none"> 1. Kingdom 2. Invade 3. Danelaw 	

History Medium Term Planning	Unit Title: Ancient Greeks
Year Group 5	Term 6
National Curriculum: Children should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
Enquiry Question: What are the Ancient Greeks famous for?	How this will be answered: Children will write a short essay about the impact of the Ancient Greeks on the western world.
Substantive Concepts: <ul style="list-style-type: none"> • Democracy • Civilisation • Settlements • Empire 	Disciplinary Knowledge <ol style="list-style-type: none"> 1. Similarities and Differences 2. Handling Evidence: learning from primary sources 3. Historical Interpretation: learning from secondary sources 4. Historical Significance
Substantive Key Knowledge <ol style="list-style-type: none"> 1. Democracy was first introduced to ancient Athens. 2. The first Olympic Games were part of a festival to honour the Greek God, Zeus. Women were not allowed to compete. 3. Alexander the Great ruled over the Greek Empire and conquered other lands. 	Chronology: Ancient Greece (1200BCE-500CE) What else was happening at this time?
Key Vocabulary: <ol style="list-style-type: none"> 1. Democracy 2. Empire 3. Ancient Olympics 	

History Medium Term Planning	Unit Title: WW2 Evacuees
Year Group 6	Term 2/4/6
National Curriculum: Children should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Enquiry Question: What was evacuation like for children during WW2?	How this will be answered: Children will write a diary in role as an evacuee to demonstrate their learning from primary and secondary sources about the key knowledge.
Substantive Concepts: <ul style="list-style-type: none"> • War • Invasion 	Disciplinary Knowledge <ul style="list-style-type: none"> • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ol style="list-style-type: none"> 1. Adolf Hitler was the leader of the Nazi Party who wanted to gain power for Germany by invading our allies. 2. Children were evacuated from cities to the country to be safe from air raids. 3. People had rationed food, clothing and other items during WW2. 	Chronology: 1939-1945 Less than 100 years ago. Many great grandparents would have been alive during WW2
Key Vocabulary: <ol style="list-style-type: none"> 1. Nazi Party 2. Evacuation 3. Rationing 	

History Medium Term Planning	Unit Title: The Mayans
Year Group 6	Term 2/4/6
National Curriculum: Children should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 ; Benin (West Africa) c. AD 900-1300.	
Enquiry Question: What do we know about The Mayans?	How this will be answered: Children will write a short essay about who the Mayans were and why people visit Maya today.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • Settlements 	Disciplinary Knowledge <ul style="list-style-type: none"> • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ul style="list-style-type: none"> • Mayan ruins were discovered by the Spanish conquistadors • They built the great stone cities and monuments that can be visited today • Maya were abandoned by A.D. 900, historians, are not sure why. 	Chronology: approx. 250-950AD
Key Vocabulary: <ol style="list-style-type: none"> 1. Conquistadors 2. Non European 3. Abandoned 	

History Medium Term Planning	Unit Title: Local History: Avebury Stone Circle and henge
Year Group 6	Term 2/4/6
National Curriculum: Children should be taught about a local history study: 'changes in Britain from the Stone Age to the Iron Age'	
Enquiry Question: What do the Avebury stone circle and henge teach us about the Stone Age in our local area?	How this will be answered: Children will write a short essay about the Avebury stone circle and henge and its significance to the area.
Substantive Concepts: <ul style="list-style-type: none"> • Civilisation • Settlements 	Disciplinary Knowledge <ul style="list-style-type: none"> • Handling Evidence: learning from primary sources • Historical Interpretation: learning from secondary sources • Historical Significance
Substantive Key Knowledge <ol style="list-style-type: none"> 1. A henge is a circular area enclosed by a bank or ditch, used for religious ceremonies in prehistoric times. 2. Items excavated by archaeologists have been used by historians to teach us about life in prehistoric times. 3. Stone Age people built stone circles, which were linked to rituals and solar and lunar events. 	Chronology: 8-10,000 BC until 4000BC
Key Vocabulary <ol style="list-style-type: none"> 1. Prehistoric 2. Henge 3. Stone circle 	