



## Bledlow Ridge School History Medium Term Plan

### School Development Priority 1 - Quality of Teaching and Learning:

**Retrieval Practice opportunities** will be used by teachers at key points during the teaching sequence to support pupils to remember more of what they have been taught.

**Knowledge Organisers** will be used to provide opportunities for retrieval Practice, assessment and embedding learning into long term memory

**Opportunities for writing at length** - assessment opportunities will be provided each term for the children to demonstrate understanding

| Year group | History<br>Autumn first half term<br>Key Stage History Planning and lesson resources used throughout the school   |  |  |   |   |   |
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| Reception  | <b>Understanding the world – Past and Present</b><br><br>- Children will know how they have changed from being a baby to being 4/5. Family                  |  |  |   |   |   |
|            | Week 1  | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |
| Year 1     | <b>KO:</b> What are we learning about this term?<br><br>Why do we remember Mary Anning?<br><br><b>Skills:</b> children develop some chronological awareness | What were the ups and downs of Mary Anning's life?<br><br><b>Skills:</b> sequencing events | What was Mary like and what made her so special?<br><br><b>Skills:</b> making deductions from evidence | What did others think of Mary?<br><br><b>Skills:</b> discussion - who influenced Mary's life? | How do we know that Mary really did do all these clever things?<br><br><b>Skills:</b> considering different sources of evidence | What could we do to make Mary Anning more famous?<br><br><b>Skills;</b> presentation<br><br><b>End point:</b> presentation of what they could do to make Mary Anning more famous.<br><br><b>Assessment Opportunity: Focus: Significance</b> |



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|        | <b>Golden Thread: Legacy, Culture and Society</b>   |   |  |  |  | Why and how should we remember Mary Anning today?  |
| Year 2 | <p><b>KO:</b> What are we learning about this term?</p> <p>Why is Florence Nightingale remembered today and what did she do in her life?</p> <p><b>Skills:</b> sequencing at least four events</p> <p><b>Golden Thread: Legacy, Culture and Society</b></p> | <p>Why do you think Florence took the brave steps to go to the Crimea and who influenced her?</p> <p><b>Skills:</b> Explain the influence of different people on her decision</p> | <p>What did Florence do to help the soldiers and did everyone have the same opinion of her?</p> <p><b>Skills:</b> describing the main changes she introduced, understand that not all people welcomed her with open arms</p> | <p>What were the most important achievements of Florence's life?</p> <p><b>skills:</b> make judgments about which of her achievements they think are the most important. create a timeline showing different phases of her life, more able to scale using strips of contrasting coloured paper.</p> <p>use phrases that show the passage of time</p> | <p><b>Assessment Opportunity: Focus: Significance</b> How should we remember Florence Nightingale?</p> <p><b>skills:</b> Children are able to explain how Mary Seacole's contribution to nursing has not been so well known</p> <p><b>End point: retrieval practice of information learnt.</b></p> | <p><b>KO:</b> What are we learning about this term?</p> <p>How can we work out why Mary Seacole is famous?</p> <p><b>skills:</b> Children are able to explain how Mary Seacole's contribution to nursing has not been so well known</p> <p><b>Golden Thread: Legacy, Culture and Society</b></p> |
| Year 3 | <p><b>KO:</b> What are we learning about this term?</p> <p><b>Golden Thread: settlement</b></p>   | Farming techniques  | <p><b>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</b></p> <p><b>skills:</b> Pupils can make deductions about the lifestyle of Stone Age man from images. They</p>                          | <p>How different was life in the Stone Age when man started to farm?</p> <p><b>skills:</b> Pupils can locate the move to farming on a simple timeline. They can explain the impact</p>   | <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p><b>skills:</b> Pupils can make deductions about their</p>  | <p>Why is it so difficult to work out why Stonehenge was built?</p> <p><b>skills:</b> They can explain how it was built. They can speculate as to likely use and come to a</p>   |



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|        | Farming techniques  |  | <p>can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonials</p> <p><b>First order Concept: Settlement</b></p>  | <p>of farming esp. taming wild animals, growing wheat etc. Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.</p>  | <p>way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen?</p>  | <p>reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)</p> <p><b>End point: Retrieval practice</b> of what we have learnt</p>  |
| Year 4 | <p><b>KO:</b> What are we learning about this term?</p> <p><b>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</b></p> <p><b>Golden Thread: Settlement and Legacy, Culture and Society</b></p> | <p><b>The Roman Invasion – have the books got it right?</b></p> <p>Pupils can offer three valid reasons for Roman invasion with confidence</p> <p>pupils evaluate a simple account in the light of what they know</p> <p>pupils write a simple but coherent explanation, rather than just regurgitating a list (those who need more support will be able to complete two speech bubbles but more able pupils will be able to</p> | <p><b>Assessment task opportunity 1: Focus: Interpretation</b></p> <p><b>Why did Boudica stand up to the Romans and what image do we have of her today?</b></p> <p>Work on causation here is secondary to key work on interpretations</p> <p>skills: Children understand why the Celts would have been apprehensive about taking on the Roman army.</p> | <p><b>Cont. Assessment task opportunity 2 Focus: Interpretation</b></p> <p><b>Why did Boudica stand up to the Romans and what image do we have of her today?</b></p> <p>Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p> <p>Children realise that most pictures come from Roman accounts – no surviving pictures.</p> | <p><b>How were the Romans able to keep control over such a vast empire?</b></p> <p>This looks at the nature of imperial power moving beyond the soldiers themselves (which pupils will just have seen) to looking at the structure of imperial control.</p> <p>skills: Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc</p> | <p><b>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?</b></p> <p>skills: Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside. Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about</p> |



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|  | <p>Did Claudius invade for the same reasons as Caesar?</p> <p><b>Skills:</b> Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines</p> <p>Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation. More-able group links ideas with concept of empire, eg: secure border, gain slaves.</p> <p>Children able to write</p> | <p>use terms such as probably, most people think, mainly, because)</p> | <p>Children understand the personal motivation of Boudica and can link it to actions taken by Romans.</p> | <p>The more able grasp that later interpretations are affected by later discovery of evidence.</p> | <p>They are able to select reasons for their explanation and begin to prioritise them in order of importance. They are able to critique a short film evaluating its strengths and weaknesses as an explanation.</p> | <p>towns). Children understand range of entertainments that Romans had in society - amphitheatres, baths and forum. Understand that society was diverse and that the poor lived very differently.</p> <p><b>End Point:</b> Retrieval Practice in preparation for next term.</p> |
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|               | <p>explanation showing at least 2 reasons, not just listed but developed. More-able use words such as probably, perhaps – most important</p>  |   |  |  |   |  |
| <p>Year 5</p> | <p><b>KO:</b> What are we learning about this term?<br/>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p><b>Skills:</b> Pupils learn to ask high-quality historical questions. They can locate key periods on a timeline, showing how they overlap. Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. More able can compare the motivation of Saxons compared to that of Romans. Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own.</p> <p><b>Higher Order Concept:</b></p> | <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>skills: Having looked at the clues they then use their deductive power to work out which of 4 suspects is most likely to have been the owner.</p> |  |  | <p>How did people’s lives change when Christianity came to Britain and how can we be sure?</p> <p>skills: Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches. Pupils grasp significance of Lindisfarne which they refer to in next question an</p> <p><b>End Point:</b> Retrieval practice in preparation for next term</p> |  |



|        | <b>Settlement and Legacy, Culture and Society</b>   |   |   |  |  |  |
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| Year 6 | <p><b>KO:</b> What are we learning about this term?</p> <p>Why do you think it is important to study Islam in this period, c.900?</p> <p><b>Assessment Opportunity: Diagnostic Assessment:</b> what do the two pictures tell us about the importance of the early Islamic civilizations?</p> <p><b>Skills:</b> Pupils can locate this topic in time and place. They deduce from source clues the importance of Arab Muslims' contribution to the world of</p> | <p>How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death?</p> <p><b>Skills:</b> Pupils can locate early Islamic Empire in time and place and can explain the origins and development of Islam in 7th century. Pupils work out likely reasons from given clues. Pupils confidently refer to proper terms such as Caliph, Prophet, Empire.</p> | <p>What can we learn about Islam from the way they set up the capital at Baghdad?</p> <p><b>skills:</b> Pupils understand that nothing remains but we can reconstruct from written reports of visitors etc.</p> | <p>What can we learn about Islam from the way they set up the capital at Baghdad?</p> <p><b>skills:</b> Pupils grasp the importance of Trade to enriching life there. They can explain about the range of jobs herbalist, jeweller, butcher, baker, musician, merchants buying cloth and where these trades might have come from. They can interpret pictures of objects using their contextual knowledge e.g. of hygiene.</p> | <p>Just how amazing was daily life for rich people in Islamic cities?</p> <p><b>skills:</b> Pupils analyse a range of short written texts about palace life from which they distil the key points. They are able to discuss issues of significance in particular focusing on those things that were more advanced than in Saxon England.</p> | <p>Which of the early Islamic achievements has most effect on our lives today?</p> <p><b>Skills (assessment opportunity):</b> Pupils learn what is meant by historical significance and can apply it to a particular aspect of Islamic life. They can speak persuasively when arguing their point, supported with evidence not mere assertion.</p> <p><b>End point: class assembly</b></p> |



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|  | mathematics and science, books, geography, astronomy, medicine etc.<br><br><b>Golden Thread: Settlement and Legacy, Culture and Society</b> |  |  |  |  |  |
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| Year group | History<br>Autumn Second half term   |   |   |        |        |        |
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| Reception  | <b>Understanding the world – Past and Present</b> <ul style="list-style-type: none"> <li>- Children will know that Remembrance Day is to remember soldiers who died in the war.</li> <li>- Children will explore images, stories and artefacts from the past.</li> </ul> |   |   |        |        |        |
|            | Week 1   | Week 2  | Week 3  | Week 4 | Week 5 | Week 6 |
| Year 1     | X  | X   | X   | X      | X      | X      |
| Year 2     | What were the most important moments in Mary's life?   | How important was Mary's work in the Crimean war? and how do we know? | Why have we learnt so much about Florence and so little about Mary Seacole? | x      | x      | x      |



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|        | <p>skills: Children can sequence main events in Mary's life in three distinct phases. They then are able to identify key episodes in Mary's life as turning points. They can deduce some of Mary's qualities as they learn what she did. They can explain how people reacted to her at different times in her life. Pupils are able to evaluate a short film drawing on their knowledge of what was most important about Mary's life</p> | <p>skills: Pupils can explain Mary's role in setting up her hotel . They can find evidence to support statements made about Mary. Higher attaining pupils can find more than one source to support some statements and say which they think offers stronger proof</p> <p><b>End point: Retrieval practice -</b> How should we remember Mary Seacole</p> <p><b>Assessment Opportunity: Focus: Significance</b></p> <p>Children write sentences about why we should remember Mary Seacole</p> | <p>skills: differentiate between the actions of both women. Children are able to explain how Mary Seacole's contribution to nursing has not been so well known</p> |   |   |   |
| Year 3 | <p><b>KO:</b> What are we learning about this term?</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p>   | <p>Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery</p> <p>skills: Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have</p>  | x  | x | x | x |





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|        | <p><b>skills:</b> Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. They can draw inferences from archaeological finds They can explain how artists' impressions are created from fragments of finds.</p> <p><b>Golden Thread: Culture and Society</b></p> <p><b>Diagnostic assessment Opportunity: Focus Change and continuity</b></p> <p>What can we learn from this photo?</p> | <p>happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. More able pupils can begin to weigh up the strengths and weaknesses of each theory.</p> <p><b>End point: solving the above mystery</b></p> <p>drawing on all the information and evidence learnt over the term.</p> |  |  |  |  |
| Year 4 | <p><b>KO:</b> What are we learning about this term?</p> <p><b>Continuation of Raman Enquiry Topic: How can we solve the mystery of</b></p>   | <p><b>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</b></p> <p>skills: Children can list and describe a range of legacies including</p>  | <p><b>End point for this term, Assessment Opportunity: Focus: Significance</b></p> <p>What have the Romans ever done for us?<br/>Pupils create a set of 9 different value stamps</p> |  |  |  |



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|               | <p><b>why this great empire came to an end?</b></p> <p><b>Golden Thread: Settlement, Legacy</b></p> <p><b>skills:</b> Pupils are able to list at least 3 valid reasons. Some can progress to making links between them e.g. costs of running an empire and need to increase taxation, or use of barbarians in the army and impact on morale.</p> <p><b>Golden Thread: Settlement and Legacy, Culture and Society</b></p> | <p>roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p>   | <p>depicting the legacy of the Roman Empire showing ability to justify significance</p>   |  |  |  |
| <p>Year 5</p> | <p><b>KO:</b> What are we learning about this term?</p> <p>How were the Saxons able to see off the Viking threat?</p> <p><b>skills:</b> They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes. They can explain what is meant by the Danelaw.</p>  | <p>Just how great was King Alfred, really?</p> <p><b>Skills:</b> Pupils can list and estimate Alfred's main achievements They work out which of Alfred's achievements were the most significant They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.</p> | <p>Just how effective was Saxon justice?</p> <p><b>skills:</b> They can speculate as to which were the most effective methods of keeping order.</p> <p><b>End point: Retrieval practice</b><br/>So how dark were the dark Ages, really?</p> |  |  |  |



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|        | <b>Golden Thread:</b> Culture and Society, Legacy  |  |  | <b>Assessment Opportunity: Focus Evidence and interpretation</b> Pupils produce a 2 sided A4 sheet of their own design. On one side they draw and write the 'undark' aspects of Saxon life' on the reverse which is covered in black paper, they record the dark aspects by sticking appropriately sized captions onto the black paper. . |  |
| Year 6 | <p><b>KO:</b> What are we learning about this term?</p> <p>Why did Britain have to go to war in 1939?</p> <p><b>skills:</b> They understand what is meant by the term appeasement. They can explain why Chamberlain ultimately took the decision to go to war</p> <p><b>Golden Thread: Legacy, Culture and Society</b></p> | <p>Why was it necessary for children to be evacuated and what was evacuation really like?</p> <p>skills: *Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions. *Pupils can investigate and explain the reasons for fluctuating numbers being evacuated *They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive. *They can critique a BBC website interpretation</p> | <p>How was Britain able to stand firm against the German threat?</p> <p>skills: *Pupils are able to identify key features of resistance to German invasion</p> | <p>Why was Bletchley Park and important place during WW2?</p> <p>Learn about the events that happened at Bletchley park ahead of trip there.</p>  | <p>Reflect on trip to Bletchley park. What did we learn?</p> |

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| Year group | History<br>Spring First half term   |
| Reception  | <b>Understanding the world – Past and Present</b><br>- Children will look at images of transport from the past and identify similarities and differences. |



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| Year 1 | <p><b>KO:</b> What are we learning about this term?</p> <p>What are our toys like today?</p> <p><b>skills:</b> *Children develop an understanding of the terms same and different and begin to use them *They start to distinguish old and new *Children are able to sort by colour, shape and material, *They start to generate their own questions starting 'Is it...' using adjectives as well as nouns.</p> <p><b>Golden Thread: Legacy, Culture and Society</b></p> | <p>What are other people's toys like?</p> <p>skills: children start to develop their understanding of time within a familiar family setting</p> | <p>How can we tell these toys are old?</p> <p><b>Assessment Opportunity:</b></p> <p>Pupils are given the choice of 3 appealing old toys. For their chosen one they have to draw it and then give reasons (maybe spoken) why they know it is old.</p> <p>skills: Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.</p> | <p>What were our grandparents' toys like and how do we know?</p> <p>skills: Pupils are able to think of 3 different types of evidence they might use to explore this question. *Pupils are able to describe changes across two generations. *They can use language such as. 'They used to be like', 'When my Nan was a girl': some might manage 60 years ago.</p> | <p>Who played with these toys a long time ago?</p> <p>skills: * Here pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys to right person. *They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl', 'A long time ago', 'When my Mum and Dad were at infant school' etc.</p> | <p>How can we set up a Toy Museum?</p> <p>skills: *Pupils can make sensible selections of old toys which are clearly different from today's. They can explain why their chosen toy is old using at least 3 criteria *They can confidently communicate their understanding of old toys and who would have played with them</p> <p><b>End point: set up a class Toy Museum</b></p> |
| Year 2 | <p><b>GEOGRAPHY</b></p> <p><b>Topic 'Near'</b> How has our local area changed? What evidence might we find around our</p>  | <p>Walk around the local area using evidence to find changes and locate significant places of interest.</p>                                     | <p>Drawing conclusions from the evidence collected and looking at maps (link to geography)</p>   | x   | x  | x  |



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|        | <p>school to help us answer the question?</p> <p><b>Skills:</b> posing questions, observing our surroundings, considering sources of evidence</p> <p><b>Golden Thread: Settlement, Culture and Society</b></p>   | <p><b>Skills:</b> Observing changes, using a map</p>  | <p><b>Skills:</b> drawing conclusions, map skills</p> <p><b>End Point:</b> Make an annotated map of their walk round the village</p>  |   |  |  |
| Year 3 | <p><b>KO:</b> What are we learning about this term?</p> <p>What can we quickly find out to add to what we already know about Ancient Egypt?</p> <p><b>skills:</b> Pupils are able to locate Ancient Egypt in time and place and to mention at least 3 or 4 iconic features of Ancient Egyptian</p> | <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>skills: Pupils are able to locate the Nile valley on a world map &amp; make deductions from map evidence. * Pupils grasp importance of the Nile and significance of annual floods * They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus</p> | <p>What sources of evidence have survived and how were they discovered?</p> <p>skills: Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs *Pupils grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. Explain why the pyramids were built</p> | <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>skills: Pupils grasp that this is a very hierarchical society</p> | <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <p><b>Assessment task opportunity: Focus: Key Characteristic features, ideas and beliefs</b></p> <p>skills: They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas</p> | <p>What did Ancient Egypt have in common with other civilizations from that time?</p> <p><b>End Point:</b> skills: *Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map: • Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China.</p> |



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|        | <p>civilization. More able can find between 5 and 8 such anachronisms and can suggest what the Ancient Egyptians had instead</p> <p><b>Golden Thread: Settlement and Legacy, Culture and Society</b></p>   | <p>reeds and a key means of transport</p>  |  |   |   |  |
| Year 4 | <p><b>KO:</b> What are we learning about this term?</p> <p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p><b>skills:</b> Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas</p> | <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p> <p>skills: Pupils learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves. They can draw inferences from evidence on pots going beyond the literal.<br/>*They can make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots.</p> | <p>Why was Athens able to be so strong at this time?</p> <p>skills: *Pupils should be able to show on a timeline the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon. They should list 3 reasons why Athens was so dominant. Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses,</p> | <p>What was so special about life in 5th Century BC Athens that makes us study it? (two lessons)</p> <p>skills: *Pupils understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues.</p> <p>*Pupils know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy</p> | <p>What was so special about life in 5th Century BC Athens that makes us study it? (2nd lesson)</p> | <p>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</p> <p>skills: *Pupils understand that the Olympics were not just athletic events *Pupils grasp that religion and preparation for war were also critically important *Pupils grasp that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life.<br/>*They grasp that their theatres were incredible feats of engineering</p> |



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|  | <p>of flat fertile land, abundant islands.<br/>*Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age.<br/>*Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings<br/>*Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots</p> <p><b>Golden Threads:</b><br/>Settlement and Legacy, Culture and Society</p> | <p><b>Assessment Opportunity:</b><br/><b>Focus 1: Key Characteristic features, ideas and beliefs:</b> What do these pictures tell us about the role of women in Ancient Greek society?<br/><b>Focus 2:</b><br/><b>Interpretation:</b> Why is it so difficult to know for sure?</p> |  | <p>*Pupils understand that this would not have been possible without the slave culture which gave men time to think and cultivate interests</p> |  | <p><b>End Point:</b> Retrieval Practice in preparation for next term</p> |
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| <p>Year 5</p> | <p><b>KO:</b> What are we learning about this term?</p> <p>What image do we have of the Vikings?</p> <p>Pupils pick out three stereotypical features from today's media coverage and popular perceptions They know where the Vikings came from and why they attacked They know that the Vikings were a real threat from the sea They can locate the Vikings in time in relation to the Romans and Saxons</p> <p>The more able gasp that the initial period of raiding shows just one short period of Viking contact with Britain that lasted</p> | <p>Why have the Vikings gained such a bad reputation? (Blends interesting narrative of the raids with awareness of the partial nature of evidence used in the past</p> <p>Pupils understand how the Vikings gained their reputation They understand that it was exaggerated by the accounts written by monks They grasp that until recently monks' records were main source of evidence They can distinguish between a Saxon and Viking account of the same event Most able u/s that history can be abused in interests of a good story/headline/stereotyp e Pupils u/s that most negative accounts come from period when they were raiding</p> | <p>How did the Vikings try to take over the country and how close did they get? (covers concept of change through time and explores Vikings' changing fortunes, whilst revisiting earlier work on Alfred and Saxons)</p> <p>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors They can identify at least one period when the Vikings were successful and another when they were not. They understand the importance of the Danelaw as an area of Viking settlement. The most able can identify ,analyse and explain 2 or 3 turning points in Viking fortune</p> | <p>How have recent excavations changed our view of the Vikings? (Focus on Jorvik) Pupils explore for themselves a range of primary and some secondary sources to see if they explain why attitudes have changed.</p> <p>upils grasp the significance of archaeological evidence esp. recent finds at Jorvik They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were Which source tells me? Prove it! How can we tell? Pupils have a range of images posted around the room as if an art gallery with easier images at one end and harder at other. Vikings More able pupils can look at a source and explain what a historian can infer from it without prompting</p> | <p>What can we learn about Viking settlement from a study of placename endings? (Strong links with geography 2014 curriculum)</p> <p>Pupils can locate places with 6 of main Viking suffixes from a given map Most able can detect patterns of occupation and can investigate pre-fixes too The more able grasp that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.</p> | <p><b>Assessment Opportunity:Focus: Interpretation</b> Raiders or settlers: how should we remember the Vikings? (Major focus is on interpretations, both describing contrasting views and suggest reasons for the differences: good citizenship work on diversity and need to avoid stereotyping)</p> <p>Pupils realise that people differ in their view of the Vikings not just at the time -see KQ1- but in later times Pupils can show that they are aware of both arguments They see that raiders describe an early part of their contact with Britain, whereas traders the later. They can select appropriate evidence from given list to support judgement. Most able can identify supporting evidence for themselves. Most able can argue whether history has been fair to</p> |
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|        | nearly 3 centuries from 789 to 1066<br><br><b>Golden Thread: Settlement and Legacy, Culture and Society (ship building)</b>  |   |  |  |  | the Vikings showing how opinion has changed and why.   |
| Year 6 | How did people manage to carry on normal life during the war and how do we know?<br><br>skills: Pupils' grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to also appreciate that this is controversial. | Why is it so difficult to be sure what life on the Home Front was really like?<br><br>skills: *Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems | What was VE day really like?<br><br><b>End Point:</b> They can explain why depictions of VE Day parties might vary | Local study: What was Buckinghamshire like during WW2? |  | <b>Assessment Opportunity: Evidence</b><br><b>How can we tell this is a picture of Britain during WW2?</b> |



| Year group | History<br>Spring Second half term  |  |        |        |        |        |
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| Reception  | <b>Understanding the world – Past and Present</b><br>- Children will know who David Attenborough is and why he is important.  |  |        |        |        |        |
|            | Week 1  | Week 2   | Week 3 | Week 4 | Week 5 | Week 6 |
| Year 1     | x   | x  | x      | x      | x      | x      |
| Year 2     | X   | X  | X      | X      | X      | x      |
| Year 3     | Egypt   | Egypt  | Egypt  | Egypt  | Egypt  | Egypt  |
| Year 4     | <p><b>KO:</b> What are we learning about this term?</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p> <p><b>skills:</b> Pupils understand the sheer scale and variety of the Greek achievement in so many areas<br/>*Pupils grasp that many of the words we use today derive directly from the Greek.</p> <p><b>Golden Threads:</b><br/>Culture and Society. Legacy</p> | <p><b>End Point:</b></p> <p>Pupils design a set of stamps showing the range of Greek achievements and legacy to us today. They work out which images they are going to place on each stamp and then attach a value to each £1,2,3,4,5 showing that they have considered the relative significance and importance of each aspect of</p> | x      | x      | x      | x      |



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| Year 5 | x             | x | x | x | x | x |
| Year 6 | World War Two | x | x | x | x | x |

| Year group | History<br>Summer First half term   |   |   |   |  |   |
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| Reception  | <b>Understanding the world – Past and Present</b><br>- Children will know that the past is anything before the current day.<br>- Children will now that the present is now.   |   |   |   |  |   |
|            | Week 1  | Week 2  | Week 3  | Week 4  | Week 5   | Week 6  |
| Year 1     | <p><b>KO:</b> What are we learning about this term?</p> <p>What do we already know about the Titanic and what can we work out from a picture?</p> <p><b>skills:</b> to release prior learning and stimulate new specialist vocabulary through discussion to develop the ability to recall key events and sequence them appropriately, developing suitable connectives</p> | <p>What was so special about the Titanic and what was life on board like?</p> <p>skills: children are able to deduce from clues what was so special about this ship • children make simple deductions about contrasting life styles of 1st and 3rd class in particular • children can describe typical ways in which different passengers passed their time</p> | <p>Why and how did the 'unsinkable' Titanic sink?</p> <p>skills: children recall simple details from the story and offer obvious reasons the more able can confidently give a clear explanation of main reason but also mention others, using words like 'might also'</p> | <p>How should we show the sinking of the Titanic?</p> <p>skills: children are able to compare and contrast a range of representations • they spot similarities and differences • they use their prior knowledge to make judgements about which are most likely to be accurate • they grasp that when dealing with the past, when the evidence is fragmentary, people are bound to draw different conclusions • the more able begin to</p> | <p>Why weren't more people saved from the Titanic?</p> <p>skills: children speculate as to possible reasons Spectrum. • having worked out what they can for themselves, helped by a stimulus KQ5 PowerPoint RS1a Spectrum template RS1b Spectrum ideas cards 4 • they are able to make simple deductions from visual clues • they learn to evaluate a range of reasons exercising judgement about the plausibility of each</p> | <p>How did they stop a disaster like the Titanic happening again?</p> <p>skills: all children are able to give four valid consequences of the disaster in terms of lessons learned • they can evaluate a range of possible options and give reasons for their choices.</p> <p><b>End point:</b><br/> <b>Assessment Opportunity:</b> Children write short list of recommendations to US and UK governments to improve safety</p> |



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|        | <b>Golden Thread:</b><br>Legacy, Culture<br>and Society |    |   | understand the idea of<br>artistic licence |   |   |
| Year 2 | x   | x. | x | x  | x | x |
| Year 3 | x   | x  | x | x  | x | x |
| Year 4 | x   | x  | x | x  | x | x |
| Year 5 | x   | x  | x | x  | x | x |
| Year 6 | x   | x  | x | x  | x | x |

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| Year group | History<br>Summer Second half term  |  |  |  |   |        |
| Reception  | <b>Understanding the world – Past and Present</b><br>- Children will know who Mary Anning is and why she is important.<br>- Children will look at images of seaside holidays from the past and present and identify similarities and differences. |  |  |  |   |        |
|            | Week 1  | Week 2   | Week 3   | Week 4   | Week 5                                      | Week 6 |
| Year 1     | x   | x  | x  | x  | x   | x      |
| Year 2     | <b>KO:</b> What are we learning about this term?  | Why did the astronauts risk their lives to go to the Moon? | How were the spacemen able to get there and back safely? | What did they do when they got to the Moon and how do we know? | Does everyone agree that we should continue |        |



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|        | <p>Has man ever been to the moon and how can we know for sure?</p> <p><b>skills:</b> Pupils can combine clues to infer what the mystery picture might be. *Pupils are able to make links between the astronauts and other pioneers of flight. *Pupils can place the First Moon Landing approximately on a timeline of the last 100 years. *Pupils are able to consider the type of evidence available to Activity 1</p> <p>First Order Concept: <b>Legacy, Culture and Society</b></p> | <p>skills: *They can raise valid questions to ask teacher-in-role as Neil Armstrong. *They can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia</p> | <p>skills : *Pupils are able to sequence images of the journey there and back. *They can list some of the hazards facing the astronauts.</p> | <p>skills: Pupils can analyse an image and find 5-8 significant features. *Pupils are able to find evidence from range of images and text to prove that statements historians make are correct *They extract from a range of text the key information that tells them what took place on the moon's surface.</p> | <p>to send men to the moon?</p> <p>skills: Pupils can give at least 2 reasons FOR and AGAINST further moon travel *They are able to work in groups making effective contributions whilst listening to the views of others.</p> | <p>How should we commemorate this great achievement?</p> <p>skills: *Pupils can draw on previous work on famous people and on sources seen in this topic to offer valid ideas. *They show ability to recognise that some ideas would be more effective than others.</p> <p><b>Assessment Opportunity: Focus: Evidence</b></p> <p><b>How can we tell that these are pictures of man's First Moon Landing?</b></p> <p><b>End point:</b> Pupils create an illustrated way of commemorating the astronauts' achievements</p> |
| Year 3 | x  | x   | x  | x  | x  | x  |
| Year 4 | x  | x   | x  | x  | x  | x  |
| Year 5 | <p><b>KO:</b> What are we learning about this term?</p>  | <p>When the area they lived in was mainly jungle how on earth</p>   | <p>What was life like at the height of the Mayan civilization?</p>   | <p>How can we possibly know what it was like there 1,000 years ago?</p>  | <p>If the Maya were so civilized, why then did they believe in human sacrifice?</p>  | <p>How can we solve the riddle of why the Mayan empire ended so quickly?</p>   |



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|  | <p>Why do you think we study the Mayan empire in school?</p> <p><b>skills:</b> Pupils are able to speculate and make deductions from a range of visual clues. Pupils are able to predict with success what aspects a short educational video on the Maya would focus on.</p> <p>Link to Geography – countries, physical features of the area where the Maya lived. Use of maps.</p> <p><b>Golden Thread: Settlement and Legacy, Society and Culture</b></p> | <p>were the Maya able to grow so strong?</p> <p>skills: Pupils are able to offer at least 2 valid reasons for its growth. The more able grasp how many of these ideas must be speculative. More able can make links with growth of Roman Empire studied earlier and with Ancient Egypt which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.</p> | <p>skills: Pupils grasp that artists' reconstructions are based on a mixture of physical evidence and imagination. They understand that society was hierarchical</p> | <p>skills: Pupils learn how to raise valid historical questions and to make inferences beyond the literal. Pupils use their contextual knowledge of Mayan life to make plausible suggestions as to possible uses of mystery objects</p> | <p>skills: Pupils are able to explain why human sacrifice was practised</p> | <p>skills: Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain. Pupils grasp that there are many competing explanations. They can make a plausible case for one or more reason from the evidence available</p> <p><b>End point:</b><br/> <b>Assessment Opportunity:</b> Written explanation in answer to key question "Having been so strong for so long, how can we explain why the Maya civilization suddenly came to an end?"</p> <p><b>Assessment Opportunity: Focus: Understanding characteristic features and cultural diversity:</b><br/>         'What can we tell about Mayan Society from these pictures?'</p> |
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| Year 6 | x | x | x | x | <b>Local history focus new for 2023</b> Contrast with Norfolk | <b>Local history new for 2023</b> Contrast with Norfolk |

Use your subject Road Map so you know the theme

How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?: Add the knowledge, skills and understanding you want pupils to gain in your medium-term plan for each year group

Where the National Curriculum (or equivalent) doesn't describe in detail 'what' you should teach, you have flexibility, have you made your choices clear?

For example:

- What texts pupils will read in English
- What knowledge you'll include in a unit about the Vikings
- What 'local history' project you'll undertake
- Which artists or designers you'll study

Are subject-specific skills (or any wider skills, such as oracy) clearly laid out in your medium-term plan? (This is particularly critical in some subjects, e.g. art)

Does learning build towards clear end points?

How is your curriculum coverage progressive throughout the school?

Is the sequencing of lessons supporting all children's progress?