

Year 1 Autumn 2 History		
Theme: Great Fire of London	Cross Curricular Links: Science – Materials	
Key vocabulary	Prior learning	Next steps
Pudding Lane London city past Modern	People who help us – EYFS – Firefighters. To talk about the difference between photos. E.g. new and old.	To have an awareness of how things have changed over time. To know History refers to events from the past.
Key assessment questions		
What happened in the Great Fire? Why did it spread so quickly? How did London change after the fire?		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> To understand that an event in the past can be a very long time ago- before living memory. To have an awareness of how things have changed over time. Some chronological awareness -Comparison of London then and London now. 	https://www.bbc.co.uk/teach/class-clips-video/history-ks1-why-did-the-great-fire-of-london-happen/znp9r2p https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-during-the-great-fire-of-london/zpwfp4j https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-great-fire-of-london/zcsd96f https://www.bbc.co.uk/teach/school-radio/music-ks1-the-great-fire-of-london-lets-get-building/z2k4g7h	
Definitions / technical vocabulary for teachers.		
Source – A person or thing that gives us information.		

Medium term plan – Year 1 – Autumn 2 - History						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	History – We learn about things in the past. (Old.) Have they heard of London? What links to do the children already have with London?	How are firefighters? What are their jobs? Why are they important?	To know fire is dangerous and can harm people and buildings.	Recall what happened in the Great Fire of London.	To recall what happened to London.	Who is Samuel Pepys? Sources – why are these useful to us?
Key learning focus for the lesson (s)	How was London different in 1666? To recognise that buildings have changed over time and understand that buildings in 1666 were made of wood.	How has firefighting changed since 1666? To recognise that firefighting equipment has changed over time and sort pictures of old and modern firefighting equipment.	What happened in the Great Fire of London? To recall the main events of the Great Fire and sequence them correctly. To know some of the factors that contributed to it spreading.	How do we know about the Great Fire of London? Recognise that we find out about history from a range of sources and understand which sources have helped us learn about the Great Fire.	What happened after the fire? To understand that after the fire, London was built differently and why this was.	Why was Samuel Pepys’ Diary so important? To know that his diary helped us learn about the fire. To write in role as someone in the fire drawing on what we know it was like.
Potential amendments for SEND	Visuals of London – possible links to things they know or are familiar with.	Visuals. Visitor (firefighter) Physical firefighting resources/equipment	Visuals	Visuals	Visuals	Visuals

Year 2 Autumn 2 History		
Theme: Gunpowder Plot	Cross Curricular Links: Geography (London)	
Key vocabulary	Prior learning	Next steps
Guy Fawkes Houses of Parliament Plot Gunpowder 5 th November King James I	Home – celebrated and participated in Bonfire Night. Links to Great Fire of London Year 1 – Dangers of Fire.	<ul style="list-style-type: none"> To continue to develop the awareness of “a very long time ago” and that this is before living memory. Sequencing the significant parts of a Key historical event,
Key assessment questions		
<ul style="list-style-type: none"> Who was Guy Fawkes? What was the plan and what were the problems? What happened to Guy Fawkes when he was caught? “Remember, Remember...” 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> To continue to develop the awareness of “a very long time ago” and that this is before living memory. Sequencing the significant parts of a Key historical event. Simple understanding and interpretation of a basic timeline. Key information about the gunpowder plot Some understanding of the religious background to this event. 	https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/overview/aftermath/commemoration/ - The aftermath of the Gun Powder Plot.	
Definitions / technical vocabulary for teachers.		
<p>Christians – People who follow Christianity.</p> <p>Catholics – Christians who are members of the Catholic Church</p> <p>Protestant – Christians who do not follow the Catholic Church and belong to the Church of England.</p> <p>Gun Powder – Chemical that explodes if set alight.</p> <p>Plot – A secret plan to do something against the law, or harmful to others.</p>		

Medium term plan – Year 2 – Autumn 2 – History						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	London – where is it. Why is London an important place in the UK?	Before living memory. Close in time to The Great Fire of London.	Who is Guy Fawkes? What is a religion?	Key names in the Gun Powder Plot – Guy Fawkes, King James I	Chronological order. Key names and roles.	What happened in the Gun Powder Plot? What happened to the plotters?
Key learning focus for the lesson (s)	<p>How was London different in 1605?</p> <p>Understand the differences between London in 1605 and now.</p> <p>To note the difference in lifestyle, technology, accessibility to everyday things.</p>	<p>Who was Guy Fawkes?</p> <p>Know some key facts about Guy Fawkes' life.</p> <p>Why is he a significant person?</p>	<p>Who was King James? Did King James I and Guy Fawkes share the same religion?</p> <p>Who was King James I? Name some key facts about him. What was his impact on the UK at this time?</p> <p>Understand that King James I and Guy Fawkes did not share the same religion and this caused a lot of upset and anger in 1605.</p>	<p>Who was involved in the Gun Powder Plot?</p> <p>Explore sources and artefacts to show how we know about the plot. (Letter to Lord Monteagle about the plot).</p> <p>Who was a part of the plot?</p> <p>Know which building was a part of the plot.</p>	<p>What were the events leading to the plot?</p> <p>Putting the events of the Gun Powder plot into chronological order.</p> <p>Guy Fawkes and the plotters were caught and imprisoned on the 5th November 1605.</p>	<p>How is the Gun Powder Plot remembered?</p> <p>King James I wanted to celebrate and created Bonfire night.</p> <p>What has the impact (aftermath) been of the Gun Powder Plot?</p>
Potential amendments for SEND	Visuals	Visuals	Visuals	Visuals Resources box of artefacts.	Visuals	Visuals

Year 3 Autumn 1 History

<p>Theme: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p>	<p>Cross Curricular Links: Maths – counting in multiples of 1,000. English – Speaking - develop understanding through speculating, hypothesising, imagining and exploring ideas. Geography – trade links. Geography – Human and physical features.</p>	
<p>Key vocabulary</p>	<p>Prior learning</p>	<p>Next steps</p>
<p>Prehistory Stone age Iron age BC (BCE) AD</p>	<p>To recall significant people from History. To know or recall the impact people have had in History. E.g Emily Davison, Christopher Columbus.</p>	<p>To build knowledge of chronology and begin to place significant events on a timeline. To make connections between different periods in History.</p>
<p>Key assessment questions</p>		
<p>Can you order events from Bronze and Stone age on a timeline? What do AD, BC and BCE mean? Would you prefer to live in the bronze age or stone age and why?</p>		
<p>Knowledge to be taught</p>		<p>Useful pictures / diagrams / weblinks</p>
<p>Understand that prehistory was a long time ago. Accurately place AD and BC (BCE) on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Key features of life in bronze and stone age. Key events during the bronze and stone ages.</p>		<p>BBC Bitesize</p>
<p>Definitions / technical vocabulary for teachers.</p> <ul style="list-style-type: none"> • Paleo’ means ‘old’ • ‘Meso’ means ‘the middle’ • ‘Neo’ means ‘new.’ • AD – anno domini – usually described as the period of time before Christ. • BC – before Christ – now updated to BCE – before the common era 		

Medium term plan – Year 3 – Autumn 1 – History						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	What is a timeline? When have you used a timeline? Some understanding of sequencing civilisations.	When was the stone age? Where on the timeline the Stone age is in reference to other events the children know about?	When was the Bronze age? Can the children locate the bronze age on a timeline?	Language used to compare two civilisations.	Trading – importing and exporting.	
Key learning focus for the lesson (s)	How long ago did prehistoric man live? To recognise that prehistory was a long time ago and was the beginning of the history of mankind. Lesson 1: How long ago did prehistoric man live? (kapowprimary.com)	What does Skara Brae tell us about life in the Stone Age? To use archaeological evidence to learn about prehistoric houses. LKS2 History Lesson Plan Skara Brae & the Stone Age (kapowprimary.com)	Who was the Amesbury Archer? To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. Lesson 3: Who was this Bronze Age man? (kapowprimary.com)	How did bronze change life in the stone age? To explain how bronze transformed prehistoric life. Lesson 4: What was the impact of bronze in prehistoric Britain? (kapowprimary.com)	How did trade change in the Iron age? To understand the importance of trade during the Iron Age. Lesson 5: How did trade change lives in Iron Age Britain? (kapowprimary.com)	What changes between the stone age and the iron age? To compare settlements in the Neolithic and Iron Age. Lower KS2 History Lesson Plan Stone Age vs Iron Age (kapowprimary.com)
Potential amendments for SEND	Could be supported in a small group by an adult asking them to record three important dates that they have studied in KS1 on a whiteboard.	Children may be asked to focus on one object/ area of Skara Brae and talk about the certainties and possibilities.	Give these children just one object focusing on making deductions about the Archer from this object.	Could circle on <i>Activity: Stone Age hunters</i> and <i>Activity: Bronze Age farming</i> , the different ways people in the Stone Age found food and the different ways people in the Bronze Age lived.	Could collect five items instead of ten. This group could use <i>Activity: Would you survive?</i> with an adult to support.	Could identify changes by circling them in one colour on <i>Activity: Iron Age reconstruction</i> and using a different colour to circle things that remain the same.

Year 4 Autumn History

Theme: How hard was it to invade and settle in Britain?	Cross Curricular Links: Geography - human geography, including: types of settlement and land use. Art - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
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Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • Angles, • Britons, • empire, • invasion, • Saxons, • settlement 	To know some of the key features of living in the Bronze and stone age. To be able to compare points in History and explain in some detail using sources.	Were the Vikings traders, raiders or something else?

Key assessment questions

- How had settlements changed since Roman times?
- What does Sutton Hoo tell us about the Anglo-Saxons?
- Who were the contenders for the English throne of 1066?
- Why was it difficult to invade Britain?

Knowledge to be taught	Useful pictures / diagrams / weblinks
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<p>Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066.</p>	<p>Kapow history</p>
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Definitions / technical vocabulary for teachers.

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Medium term plan – Year 4 – Autumn– History						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Can the children name significant events in History? - Past learning – Year 3	Who were the Anglo Saxons? Why did they invade Britain?	Name some of the features from an Anglo Saxon settlement.	What was Sutton Hoo? Why was it significant?	How did Anglo Saxons convert to Christianity?	Who was King Alfred? Was he really great?
Key learning focus for the lesson (s)	Who were the Anglo Saxons and the Scots? To understand why the Anglo-Saxons invaded Britain. Lesson 1: Who were the Anglo-Saxons and the Scots? (kapowprimary.com)	How did the Anglo-Saxons settle in Britain? To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. Lesson 2: How did the Anglo-Saxons settle in Britain? (kapowprimary.com)	What does Sutton Hoo tell us about Anglo-Saxon life? To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. Lower KS2 History Lesson Plan Sutton Hoo & Anglo-Saxons (kapowprimary.com)	How did Christianity arrive in Britain? To understand how Anglo-Saxons converted to Christianity. Lesson 4: How did Christianity arrive in Britain? (kapowprimary.com)	Was King Alfred really great? To create an interpretation of Alfred the Great. Lesson 5: Was King Alfred really great? (kapowprimary.com)	How did Anglo-Saxon rule end? To understand how Anglo Saxon rule ended. Lesson 6: How did Anglo-Saxon rule end? (kapowprimary.com)
Potential amendments for SEND	Can identify three reasons for the Anglo-Saxons invading Britain on their mind maps.	Can identify features of the inside of an Anglo-Saxon house using <i>Activity: Continuities and changes of houses</i> (support).	Can focus on making deductions about Anglo-Saxon life using the <i>Activity: Researching artefacts: support</i> (one each).	Can use the <i>Activity: Stained glass window: support</i> (one between two) and research key information on Saint Augustine.	Can use <i>Activity: Speech bubbles: support</i> (one each) to focus on two events with the support of a word bank.	Could rank the nine qualities of a king listed in the Attention grabber; could choose the top three qualities of a king from the list on the board and explain their reasons.

Medium term plan – Year 5 – Autumn – History						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	What is a source? Why are these important when studying history?	Name some of the ways children’s lives have changed overtime.	Links to mining community. May have some understanding of the Yorkshire Coal Mining Museum.	Name some of the jobs Victorian children had and how they were impacted.	Who was Lord Shaftsbury? How did he change children’s lives?	Possible links to nurses studied in Year 1. Why did Lord Shaftsbury change children’s lives? What leisure time did the children have?
Key learning focus for the lesson (s)	What do sources tell us about the changes to children’s lives? To identify how children’s lives have changed using a range of sources. LKS2 History Lesson Plan Changes in Children’s Lives (kapowprimary.com)	Why did Victorian children work? To understand why children worked in Victorian times and know some of the jobs they had.	What jobs did Victorian children have and what were they like? To understand the types of jobs Victorian children had and their working conditions. LKS2 History Lesson Plan Jobs of Victorian Children (kapowprimary.com)	How did Lord Shaftsbury change the lives of children? To understand how Lord Shaftesbury changed children’s lives. LKS2 History Lesson Plans Lord Shaftesbury Changed Lives (kapowprimary.com)	How and why was children’s leisure time changed? To understand how and why children’s leisure time has changed. Lesson 5: How and why has children's leisure time changed? (kapowprimary.com)	What were the diseases children caught and how were they treated? To understand which diseases children caught and how they were treated. - Just focus on Victorian. Lower KS2 History Lesson Plan Children’s Diseases (kapowprimary.com)
Potential amendments for SEND	Could identify two continuities and changes.	<i>Hot seat questions (support)</i> , which provides them with question starters to help structure their questions.	Should use <i>Activity: Researching working conditions (support)</i> to research activities and conditions; could research and make notes on children working in coal mines whilst it is being teacher-modelled.	Could use the <i>Activity: The significance of Lord Shaftesbury</i> (support) to consider three ways in which Lord Shaftesbury changed children’s lives.	Could focus on one image from two different sources on the same theme, for example, holidays using <i>Activity: Victorian leisure time</i> and <i>Activity: Modern leisure activities</i> .	Could examine and discuss three disease cards to allow greater focus on each one.

Year 6 Autumn / Spring History

Theme: What was the impact of World War 2 on Britain?	Cross Curricular Links: English – spoken language.	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • air raid, • Battle of Britain, • bias, • The Blitz, • evacuation, evacuee • propaganda, 	<p>To recall how Children’s lives have changed in History.</p> <p>To know how to examine sources and understand details about a period.</p>	
Key assessment questions		
<p>Why did Germans bomb British cities?</p> <p>Why did the British government produce posters persuading mothers to leave their children in the countryside?</p> <p>How did WW2 change women’s lives?</p> <p>What impact did WW2 have on children’s lives?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women’s lives.</p>		<p>Britain declares war on Germany - BBC Teach</p> <p>History KS2: The Battle of Britain and beyond - BBC Teach</p> <p>The Blitz - BBC Teach</p>
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Autumn / Spring – History						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Can the children name any significant wars in History? WW1/WW2 who was involved?	What were the causes of WW2?	What was the Battle of Britain? Who won?	What was the Blitz? Why was this significant?	Why were children evacuated? Where were children sent? What was the impact?	How reliable are sources? What did the sources regarding children evacuations tell us?
Key learning focus for the lesson (s)	Why did Britain go to war in 1939? To understand the causes of World War 2. Lesson 1: Why did Britain go to war in 1939? (kapowprimary.com)	Who won the battle of Britain? To understand how the Battle of Britain was won. Lesson 2: Who won the Battle of Britain? (kapowprimary.com)	What do sources tell us about the Blitz? To make inferences about the Blitz using images. Lesson 3: What do sources tell us about the Blitz? (kapowprimary.com)	What was evacuation like for children? (Part 1) To understand the emotions and experiences of children during the evacuation. Lesson 4: What was evacuation like for children? (Part 1) (kapowprimary.com)	What was evacuation like for children? (Part 2) To evaluate the accuracy and reliability of sources. Lesson 5: What was evacuation like for children? (Part 2) (kapowprimary.com)	What impact did WW2 have on women's lives? To identify the impact of WW2 on women's lives. Lesson 6: What impact did WW2 have on women's lives? (kapowprimary.com)
Potential amendments for SEND	Can create a timeline with nine key events and research the significance of three.	Can use a reduced number of questions for the interview; can base interview responses on the information taken from the BBC interviews.	Can choose one photograph to focus on and use the <i>Activity: Sentence starters</i> (support).	Can select one image to make notes on and identify the thoughts, feelings and body language of the children.	Can create a short diary entry about how an evacuee would feel arriving in the countryside.	Can use slides 1–3 of the <i>Presentation: Women of WW2</i> to inform their poster or mind map; could be provided with a suitable webpage containing details of a significant figure or job role.