



Red Moor School

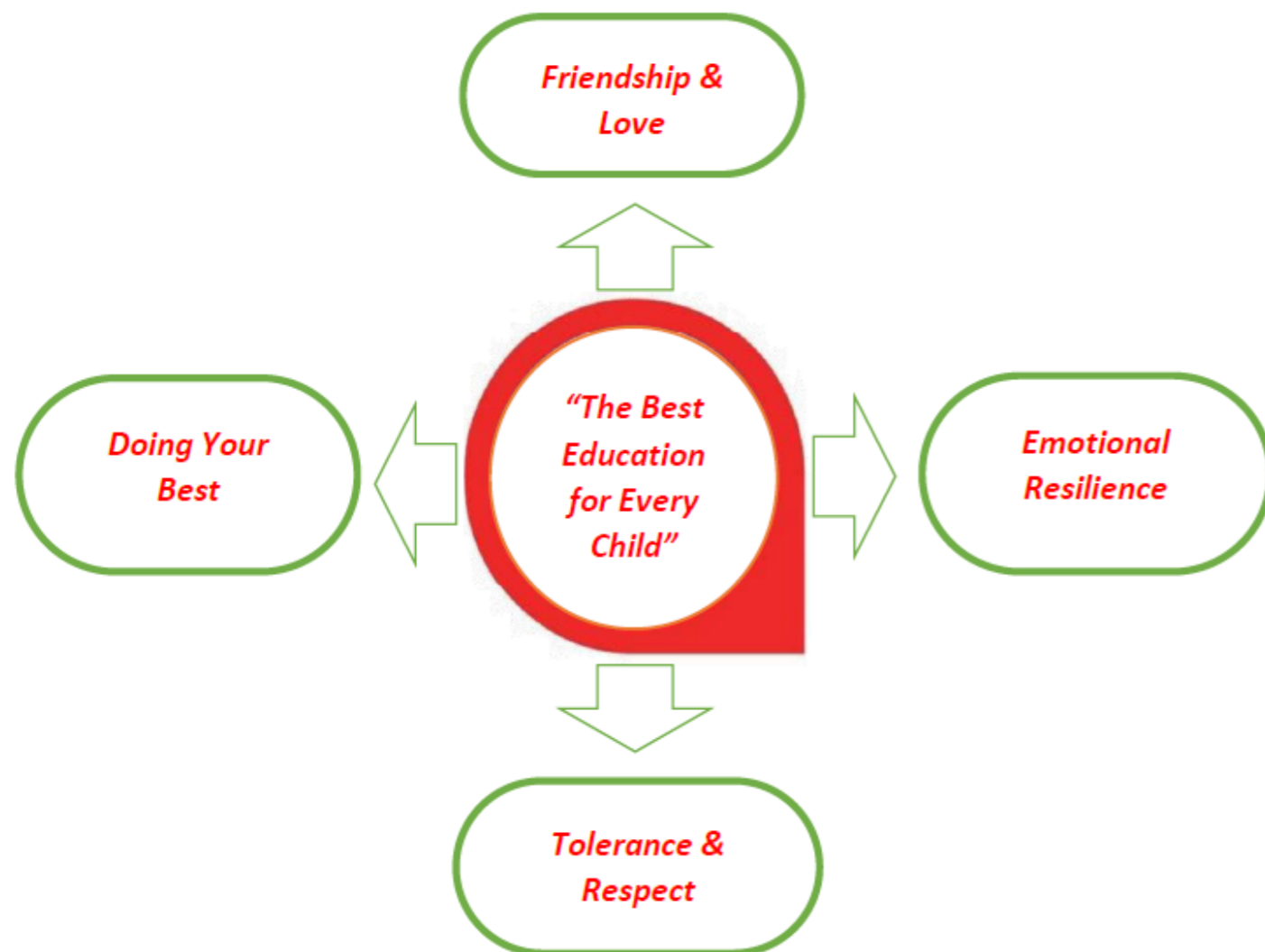
History

Schedules & Medium Term Plans
Foundation stage—KS2

Humanities Faculty

Head of Faculty: Tom Fox

Date of last review: In progress 2022



History Schedule RMS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Planbee Hist Schedule A	<p>Title: Florence Nightingale</p> <p>Context: Recognise features from the Greek civilisation and explore the mythology of their Gods and monsters.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3c Organises events in their own life in sequence</p> <p>3o Uses vocabulary that shows a sense of chronology</p> <p>3r Recognises that things change over time</p> <p>3s Identifies some external differences in homes of different ages</p>	<p>Title: Guy Fawkes</p> <p>Context: Explore the mythology surrounding dragons special attention to St George and why he is a patron saint of England.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3d Considers who lived in the different types of home</p> <p>3e Identifies differences in features from the past and the present</p> <p>3b Names the period of history studied</p> <p>3f Identifies some things from the past that have caused change in their own area</p>	<p>Title: Intrepid Explorers</p> <p>Context: Explore local places and their significance. What role have they played in the local area.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3h Identifies differences between old and new everyday objects i.e. a kettle</p> <p>3g Gives a reason for the differences between old and new everyday objects</p> <p>3t Relates an artefact to a modern object</p> <p>3h Identifies differences between old and new everyday objects i.e. a kettle</p>	<p>Title: Castles</p> <p>Context: This 'Riotous Royalty' unit will teach your class in depth about famous kings of the past.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3p Considers aspects of life in homes in the past</p> <p>3q Finds common features of homes</p> <p>3i Uses information from books</p> <p>3p Considers aspects of life in homes in the past</p>	<p>Title: Seaside Holidays</p> <p>Context: The development of Britain's railways and how they opened up the country and also the impact across the world of rail.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3j Asks questions to find similarities and differences between past and present</p> <p>3k Describe an artefact</p> <p>3n Communicates knowledge pictorially</p> <p>3j Asks questions to find similarities and differences between past and present</p>	<p>Title: Toys Past to Present</p> <p>Context: Recognise the significance of traditions and festivals. Look into old games, street parties and the reason people celebrate certain events.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>3a Communicates knowledge orally</p> <p>3m Gives adequate answers to questions</p> <p>3l Uses an historical vocabulary like long ago, then, old, new, next, after, last,</p>
Planbee Hist Schedule B	<p>Title: Ancient Egypt</p> <p>Context: Why are the Egyptians the most fascinating empire, hieroglyphics and Kings. Explore some of their traditions and look at the significance of burial and pyramids.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4c Sequence 4 events from an historic story</p> <p>4e Begins to recall some information of a way of life</p> <p>4d Begins to show some knowledge of people studied</p> <p>4s Begins to show some knowledge of events studied</p>	<p>Title: Invaders and Settlers Romans</p> <p>Context: They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. Also explore Boudicca and the northern Celtic lands</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4i Begins to use information from books to answer questions</p> <p>4h Begins to use information from the internet to answer questions</p> <p>4t Begins to use information from pictures to answer questions</p> <p>4o Describes an artefact in some detail</p>	<p>Title: The Maya</p> <p>Context: Investigate the 4 months in 1940 when The Battle of Britain was fought. Explore what it was like to live through the Blitz.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4f Begins to understand reasons for historical events happening</p> <p>4j Begins to understand that there can be different points of view for historical events</p> <p>4r Identify a key war.</p>	<p>Title: Early Civilisations</p> <p>Context: Develop an awareness of the history of Crime and punishment. Look at different ages in time to compare the brutality and methods used for different crimes.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4g Begins to back up their opinions using a relevant fact</p> <p>4a Begins to discuss their point of view in class debates</p> <p>4m Is able to listen to the arguments of others</p>	<p>Title: Anglo Saxons, Picts and Scots</p> <p>Context: They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4l Begins to use an historical vocabulary when explaining their ideas</p> <p>4k Identify an example of a historic event, linking it to an artefact.</p> <p>4q Identify a past king or a queen.</p>	<p>Title: Stone Age to Iron Age</p> <p>Context: consider how and why the ways of life adopted by prehistoric people slowly changed over time.</p> <p>Banding: Step 3/4</p> <p>Progression Area:</p> <p>4p Identify four famous historic events in British history.</p> <p>4n Begins to form opinions about historical information</p> <p>4b Begins to build on their understanding of the historical period studied</p>

Schedule A (Yr3/4)

History

Medium Term Planning

History Foundation Medium Term Plan

Title: Florence Nightingale	Qualification Outcomes: Entry Level, UAS: Introduction to the Ancient Greeks 79445
Progression Areas: N,I	Number of Lessons: 6
RMS Step Banding: Step 3	Number of Weeks: 6 Weeks

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	o find out who Florence Nightingale was and when she lived.	1	Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up.	<ul style="list-style-type: none"> Do children know when Florence Nightingale lived? Do children understand the expectations on a rich woman in Victorian times? Can children equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up? 	PSHE– Ambitions	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources
2	o find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.	1	Children will learn why Florence went to the hospital in Scutari and what she found when she got there. They will think about what the journey was like for Florence and the 38 other nurses who went with her, as well as using pictures to explore what the conditions of the hospital were like	<ul style="list-style-type: none"> Do children know why Florence Nightingale travelled to the Scutari hospital? Can children explain what the journey would have been like and why? Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari? 	Citizenship– Helping others	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	o find out how Florence Nightingale improved the conditions at the Scutari hospital.	1	Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Your class will also find out how she came to become known as 'the lady with the lamp'. They will compare what the hospital was like before and after Florence's intervention.	<ul style="list-style-type: none"> Can children identify some of the changes Florence Nightingale made at the Scutari hospital? Can children explain how these changes helped the patients at the hospital? Can children compare the Scutari hospital before and after Florence Nightingale's arrival? 	Science—Human body	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	o find out about Florence Nightingale's later life.	1	Children will explore Florence's later years when she became one of Britain's most well-known and well-loved women. It looks at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this. It also compares Florence to some of your class' favourite celebrities.	<ul style="list-style-type: none"> Do children recognise why Florence Nightingale became famous? Can children describe some of the things Florence Nightingale contributed to nursing in her later life? Can children compare famous people today to Florence Nightingale? 	Citizenship-Womens rights	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

5	o identify similarities and differences between medical care now and in Victorian times.	1	hildren will identify similarities and differences between medical care now and in Victorian times. They will look at the differences between nurses' outfits then and now as well as hospital wards, using pictures as prompts. They will also think about how treatments were different and have the opportunity to find out some first aid rules.	Can children identify similarities and differences between nurses today and in the time of Florence Nightingale? • Can children identify differences in general medical care today and in Victorian times? • Can children describe some basic first aid?	Drama—Costumes	• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
6	o be able to order and summarise events in the life of Florence Nightingale	1	Children will consolidate what they have learnt about Florence Nightingale and her work. They will order the main events of her life chronologically to re-tell her story.	Can children recall and describe the main events in Florence Nightingale's life? • Can children use words relating to the passing of time, e.g. before, after, next, etc.? • Can children order events chronologically?	English— Retelling a story/biography	• Linked to termly homework grid.	SOW

History Foundation Medium Term Plan

Title: Guy Fawkes	Qualification Outcomes: Entry Level, UAS: Myths and Legends 77178
Progression Areas: B,J	Number of Lessons: 6 lessons
RMS Step Banding: Step 3	Number of Weeks: 6 weeks

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	To explain what Bonfire night is	1	<ul style="list-style-type: none"> Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. The lesson ends with your class listening to firework sounds and discussing and describing the sounds they make. 	<ul style="list-style-type: none"> Can the children talk about a time they saw a bonfire or fireworks? Can the children use the past tense when talking about historical events? Can the children ask questions to find out more information? 	RCE– Cultural beliefs/festivals	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	To find out about King James I of England	1	<ul style="list-style-type: none"> Children will explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret. 	<ul style="list-style-type: none"> Can the children name King James I and Queen Elizabeth I? Can the children use the past tense when talking about historical events? Can the children explain why Catholics were unhappy? 	Citizenship-Persecution	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	To find out who Guy Fawkes was.	1	<ul style="list-style-type: none"> Children will recap the religious tensions in England during the reign of King James I. They will find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved in the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do. 	<ul style="list-style-type: none"> Can children explain who Guy Fawkes was? Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot? Can children think of relevant arguments to influence Guy Fawkes' decision? 	PSHE– Social rules	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
4	To find out what happened next in the Gunpowder Plot.	1	<ul style="list-style-type: none"> Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling 	<ul style="list-style-type: none"> Can children explain who Guy Fawkes was? Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? Can children say how Guy Fawkes and his conspirators 	English– Writing recap /report	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

	o think about why fireworks are lit on November 5th.	1	<ul style="list-style-type: none"> • hildren will recap what they have found out about Guy Fawkes and the Gunpowder Plot. They will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened 	Can children explain why Guy Fawkes is famous? • Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? • Can children retell the events of the Gunpowder plot?	Reading—Report reading	<ul style="list-style-type: none"> • Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
		1	<ul style="list-style-type: none"> • 			<ul style="list-style-type: none"> • Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan

Title: Intrepid Explorers	Qualification Outcomes: Entry Level, UAS: Finding out about the Local Community 110998
Progression Areas: A,O	Number of Lessons: 6
RMS Step Banding: Step 3	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	Identifies differences between old and new everyday objects i.e. a kettle	1	Feely box or bag. Have an everyday object, identify what it is and discuss how it was used. Look back how it was used in the past. Work to look at everyday items that have dramatically changed—e.g—communication, tech, toilets, games	<ul style="list-style-type: none"> How has the item changed? Why has it changed? Can it still be used? What will it look like in the future? 	Speaking and listening Writing Computing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	I will find out about significant historical events in my own locality.	1	Find out why e.g Truro became the capital of Cornwall, was it always the capital. Look into mining and events that lead to Cornwall being one of the richest places in the UK and also its downfall and the collapse of the mining industry.	<ul style="list-style-type: none"> Why are the events significant? Has it help shape the culture? Is it well known in history and how is it well known? 	Writing Reading Computing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	I will find out about significant historical people in my own locality.	1	Find out about significant people in the local area (e.g Trevithick), Find out what they brought to the area, how has their contribution made a difference and are they still important today.	<ul style="list-style-type: none"> What difference have they made? Are they still relevant? Why were they important 	Computing/research Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	I will find out about significant historical places in my own locality.	1	Look at a local stately home (e.g Lanhydrock. Find out its significance in the local area, what it has added,	<ul style="list-style-type: none"> What purpose did it serve? How did it help the local community? 	Computing/research Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	I can visit a place of historical significance to explore what I have learnt. I will find out about significant historical places in my own locality.	1	Write a report about the stately home that was visited—an information leaflet/tourism guide to the house including historical facts and interests.	<ul style="list-style-type: none"> Where is it? Why was it built there? How was it run? 	Computing/research Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
6	I can visit a place of historical significance to explore what I have learnt. I will find out about significant historical places in my own locality.	1	Write a report about the stately home that was visited—an information leaflet/tourism guide to the house including historical facts and interests.	<ul style="list-style-type: none"> What did it do for the locals? Who lived there? What did they do? What connections did they have? 	Computing/research Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan

Title: Castles	Qualification Outcomes: Entry Level, UAS: Introduction to Queen Elizabeths II's Family 30313
Progression Areas: C,K	Number of Lessons: 6
RMS Step Banding: Step 3	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	<ul style="list-style-type: none"> I can question how the Normans came to rule Britain in 1066. <p>3p Considers aspects of life in homes in the past</p>	1	<p>William the Conqueror</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the arrival of King William and the Normans in 1066.</p>	<ul style="list-style-type: none"> What was the Bayeaux Tapestry? Why was it made? What happened to King Harold? What did the Normans do? 	<p>Art</p> <p>Writing</p> <p>Reading</p> <p>Drama</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<p>SOW</p> <p>Twinkl resources</p> <p>CGP books</p> <p>UAS</p> <p>Generic Resources</p> <p>Physical resources</p>
2	<ul style="list-style-type: none"> I can understand why King John is an important king in English history. <p>3q Finds common features of homes</p>	1	<p>King John</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the significance of the Magna Carta in English history.</p>	<ul style="list-style-type: none"> What is the Magna Carta? What significance does it hold? How did John come to power? What significant events did he oversee? 	<p>Art</p> <p>DT</p> <p>Writing</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<p>SOW</p>
3	<ul style="list-style-type: none"> I can understand why King Henry VIII wanted an heir. <p>3i Uses information from books</p>	1	<p>Henry VIII</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the significance of a royal heir in securing the power of a monarchy.</p>	<ul style="list-style-type: none"> What lengths did Henry go to for an heir? Why was a son so important? What happened to all his wives? 	<p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<p>SOW</p>
4	<ul style="list-style-type: none"> I can understand why Queen Anne was important in creating the United Kingdom of Great Britain. <p>3p Considers aspects of life in homes in the past</p>	1	<p>Queen Anne</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how Queen Anne helped to create Great Britain as a country.</p>	<ul style="list-style-type: none"> Why did she want to unite the kingdom? How did she create a Great Britain? Was she popular? 	<p>Art</p> <p>DT</p> <p>Writing</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<p>SOW</p>

5	<ul style="list-style-type: none"> I can understand what the British empire meant to Victorian people. 	1	<p>Queen Victoria</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria's quest for empire.</p>	<ul style="list-style-type: none"> How did she make Britain Great? Why was she such a successful Queen? What was her legacy? 	<p>Reading</p> <p>Writing</p> <p>Research</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Access to the internet and/or books about different empire countries e.g. Australia, New Zealand, Canada, South Africa, India, Jamaica, Barbados etc.
6	<ul style="list-style-type: none"> I can answer questions about our royal family. 	1	<p>The Modern Royal Family</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the modern royal family in Britain.</p>	<ul style="list-style-type: none"> Are they still relevant? What purpose do they still serve? How can the royals remain an important part of Britain? 	<p>Reading</p> <p>Writing</p> <p>Art</p> <p>DT</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Whiteboards Scissors SOW Twinkl resources CGP books UAS Generic Resources Physical resources

History Foundation Medium Term Plan

Title: Seaside Holidays	Qualification Outcomes: Entry Level, UAS: Britain, 1815-1851: The Railways 11858
Progression Areas: D,P	Number of Lessons: 6
RMS Step Banding: Step 3	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	• I can describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.	1	The Earliest Railways and Locomotives Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways.	<ul style="list-style-type: none"> Who invented first trains? Why were trains invented (people or product)? How does a train work? 	Science Technology Computing Writing	• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	• I can explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives	1	The Wonder of Steam Locomotives. Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain.	<ul style="list-style-type: none"> Why are old engines so iconic? Why are they not still used? Why was rail so attractive? 	Science Technology Computing Writing	• Linked to termly homework grid.	SOW
3	• I can describe how and why the railway network in Britain grew and changed over time.	1	The Growth of Britain's Railway Lines Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time.	<ul style="list-style-type: none"> How important was rail? Why did it grow so fast? What were the alternatives? 	Science Technology Computing Writing	• Linked to termly homework grid.	SOW
4	• I can identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.	1	Railway Art Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present.	<ul style="list-style-type: none"> What does the picture tell you? What is the same/different between then and now? 	Science Technology Computing Writing	• Linked to termly homework grid.	SOW
5	• I can find out about and debate the positive and negative impact of the first railways on different aspects of society.	1	The Impact of the Railways Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society.	<ul style="list-style-type: none"> Was there a class divide? Why was there a class divide? Was rail travel for everyone to enjoy, why not? 	Science Technology Computing Writing	• Linked to termly homework grid.	SOW
6	• I can describe the technology of different locomotives and explain how and why they have changed over time.	1	Locomotive Technology Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why locomotives have changed over time.	<ul style="list-style-type: none"> Time line the evolution of trains? Why electric? How has the tech changed? 	Science Technology Computing Writing	• Linked to termly homework grid.	SOW

History Foundation Medium Term Plan



Title: Toys Past and Pre-	Qualification Outcomes: Entry Level, UAS: British Culture 83317
Progression Areas: P,I	Number of Lessons: 6
RMS Step Banding: Step 3	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	Objectives: I am learning to: think about why and how we celebrate birthdays find out about the traditions of birthdays	1	Outcomes: Pupils will: compare and contrast birthday celebrations now and in the past Success Criteria: Remember to: say what happens at a birthday party now ask questions to find out what a birthday party was like many years ago	<ul style="list-style-type: none"> How do we celebrate a birthday? What games do we play? What songs do we sing? Can we compare? 	Computing Writing Reading Culture	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	Objectives: I am learning to: find out about other types of celebration events that take place throughout the year	1	Outcomes: Pupils will: consider what type of events are celebrated compare and contrast celebrations Success Criteria: Remember to: research some celebration events find out what is different and what is the same about them	<ul style="list-style-type: none"> What do people celebrate other than birthdays? How do people normally celebrate? What did people do in the past? 	Computing Writing Reading Culture	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	Objectives: I am learning to: explore the history of traditional aspects associated with Christmas	1	Outcomes: Pupils will: understand some of the traditions associated with Christmas draw a picture of a decorated Christmas tree in the future Success Criteria: Remember to: identify the different ways in which Christmas trees have been decorated through the years imagine what a Christmas tree would look like in the future	<ul style="list-style-type: none"> What Christmas traditions are there? What about in other countries? What will Christmas look like in 100 years? 	Computing Writing Reading Culture	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	Objectives: I am learning to: find out more about a December celebration	1	Outcomes: Pupils will: understand more about a relevant December celebration explore a story associated with the celebration (possibly through drama) Success Criteria Remember to: ask sensible questions to find out more about the celebration		Computing Writing Reading Culture	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5/6	Objectives Considers life in homes and in cultural life in the past	1	Outcomes Pupils to organise a class party thinking of games they could play, food they could eat. Make invitations and posters to advertise a celebration. Organise a fund raiser	<ul style="list-style-type: none"> What food can we have (budget)? What games can we play? Do we need invitations? 	Computing Writing Reading Culture	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

Schedule B (Yr4/5)

History

Medium Term Planning

History Foundation Medium Term Plan

Title: Invaders and Settlers The Ro-	Qualification Outcomes: Entry Level, UAS: Introduction to the Ancient Egyptians 74182
Progression Areas: E,L	Number of Lessons: 6
RMS Step Banding: Step 4	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	• I can explain the spread of the Roman empire and recall key facts about the invasion of Britain.	1	The Invasions Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.	<ul style="list-style-type: none"> How far did the Romans get in Britain? What did they bring with them? How long did they stay? 	Reading Writing Computing	• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	• I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made	1	Roman Roads Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.	<ul style="list-style-type: none"> Why did the romans build roads? What did the roads do for the Romans? Are there any roman roads left? 	Reading Writing Computing	• Linked to termly homework grid.	SOW
3	• I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.	1	Boudicca's Rebellion Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.	<ul style="list-style-type: none"> Who was Boudicca? Why did she resist? What happened? 	Reading Writing Computing	• Linked to termly homework grid.	SOW
4	• I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.	1	Hadrian's Wall Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.	<ul style="list-style-type: none"> What was the wall for? Why was it built? Who built it? Was Hadrian a good emperor? 	Reading Writing Computing	• Linked to termly homework grid.	SOW
5	• I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.	1	Gods and Goddesses Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped.	<ul style="list-style-type: none"> Why did they have so many Gods? Are the names still used today? Can you profile your favourite God? 	Reading Writing Computing	• Linked to termly homework grid.	SOW
6	• I can explain what the Roman baths were	1	Roman Baths Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths.	<ul style="list-style-type: none"> What was so significant about bath houses? How were they created? Did this prove the Roman superiority? 	Reading Writing Computing	• Linked to termly homework grid.	SOW

History Foundation Medium Term Plan



Title: Ancient Egyptians	Qualification Outcomes: Entry Level, UAS: Introduction to the Ancient Romans 93845
Progression Areas: F,M	Number of Lessons: 6
RMS Step Banding: Step 4	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	• I can find out about ancient Egyptian life by looking at artefacts.	1	Who Were the Ancient Egyptians? Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.	<ul style="list-style-type: none"> Can you name some leaders? What famous things have been left by them? Can you find Egypt on the map? 	Reading Writing Computing	• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources
2	• I can understand what was important to people during ancient Egyptian times.	1	What Was Life Like in Ancient Egypt? Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.	<ul style="list-style-type: none"> What was live like for an Egyptian? How did they create a successful civilisation? Were there divides in society? 	Reading Writing Computing Culture	• Linked to termly homework grid.	SOW
3	• I can understand and explain the ancient Egyptian ritual of mummification.	1	Mummies Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.	<ul style="list-style-type: none"> Why did they mummify? Was everyone mummify? What were the burial rituals of the kings and Queens? 	Reading Writing Computing	• Linked to termly homework grid.	SOW
4	• I can understand how evidence can give us different answers about the past.	1	Tutankhamun Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.	<ul style="list-style-type: none"> Why was he such a fascination? What did he do? What stories are told of him? 	Reading Writing Computing	• Linked to termly homework grid.	SOW
5	• I can compare and contrast the Egyptian writing with my own.	1	Write Like an Egyptian Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.	<ul style="list-style-type: none"> Why was their writing so complex? Did they produce the first ever writing? Can you recreate some writing? 	Reading Writing Computing Art	• Linked to termly homework grid.	SOW
6	• I can compare and contrast the powers of different Egyptian gods.	1	Egyptian Gods Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.	<ul style="list-style-type: none"> What Gods did they have? What powers did the Gods offer? Were the Gods feared, loved or both? 	Reading Writing Computing	• Linked to termly homework grid.	SOW

History Foundation Medium Term Plan



Title: The Maya	Qualification Outcomes: Entry Level, UAS: The Battle of Britain 93832
Progression Areas: G,Q	Number of Lessons: 6
RMS Step Banding: Step 4	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	• I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.	1	Meeting the Maya - Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.	<ul style="list-style-type: none"> When did they start? How long did they last? Why did they disappear? 	Culture Writing Reading Computing	• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources
2	• I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.	1	Religion and Gods - Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.	<ul style="list-style-type: none"> What similarities are there to other religions? How many Gods? How did they worship? 	Culture Writing Reading Computing	• Linked to termly homework grid.	SOW
3	• I can understand how the Maya number system works.	1	Maya Number System - Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.	<ul style="list-style-type: none"> Why did they create it? What was it used for? Were there numbers we would recognise? 	Culture Writing Reading Computing	• Linked to termly homework grid.	SOW
4	• I can identify and use a range of evidence sources to help me understand more about the Maya civilisation	1	Exploration and Discovery - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who ex-	<ul style="list-style-type: none"> How were their cities found? Why are there different versions of the Mayans? What was the fascination of the Mayans? 	Culture Writing Reading Computing	• Linked to termly homework grid.	SOW
5	• I can explain what the Mayan writing system consists of, how words are constructed and what codices are	1	Mayan Writing - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.	<ul style="list-style-type: none"> What similarities of their writing? How was it used? Did everyone learn it? 	Culture Writing Reading Computing	• Linked to termly homework grid.	SOW
6	• I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.	1	Food - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.	<ul style="list-style-type: none"> Did food play a cultural significance? What was their main dish? How did food play in with religion? 	Culture Writing Reading	• Linked to termly homework grid.	SOW

History Foundation Medium Term Plan



Title: Early Civilisations	Qualification Outcomes: Entry Level, UAS: Crime and Punishment 72520
Progression Areas: H,N	Number of Lessons: 6
RMS Step Banding: Step 4	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	<p>- I can understand some of the terms used in crime and punishment.</p> <ul style="list-style-type: none"> I can find out about what the Romans believed about crime and punishment. 	1	The Roman Legacy To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain.	<ul style="list-style-type: none"> Why was punishment so harsh? Why was not obeying the Emperor the worst crime? How do leaders differ now? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	<ul style="list-style-type: none"> I can find out how the legal system worked in Anglo-Saxon Britain. I can compare both the modern British and Roman justice system with that of the Anglo-Saxons 	1	Anglo-Saxon Laws and Justice Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.	<ul style="list-style-type: none"> How did the fine system work? What price were certain crimes? What were the differences/similarities with the Romans? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	<ul style="list-style-type: none"> I can find out about different punishment methods that were popular during the Tudor period. 	1	The Torturing Tudors! Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era.	<ul style="list-style-type: none"> Can you match the crime with the punishment? Which was harshest? Would you use any for modern day? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	<ul style="list-style-type: none"> I can find out about the life of Dick Turpin based on historical sources. 	1	The Highway Man: Hero or Villain? Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.	<ul style="list-style-type: none"> Why was he so hard to catch? What did the people think of him? Why was crime on the road on the increase? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	<ul style="list-style-type: none"> I can understand the experiences of Victorian prisoners 	1	Victorian Prisons Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons.	<ul style="list-style-type: none"> Can you name famous criminals of the time? Why was crime so well documented in this time? Did the police help capture criminals? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
6	<p>- I can reflect on what I have learnt about the history of crime and punishment in Britain.</p> <ul style="list-style-type: none"> I can compare modern methods of crime prevention and detection with what existed in the past. 	1	Through the Ages Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.	<p>How do most crimes get solved now?</p> <p>How has tech improved police?</p> <p>What punishments would you use now-days?</p>		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan



Title: Anglo-Saxons, Picts and	Qualification Outcomes: Entry Level, UAS: Introduction to the Victorians 88205
Progression Areas: I,O	Number of Lessons: 6
RMS Step Banding: Step 4	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	• I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.	3	The Invaders Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal.	<ul style="list-style-type: none"> Why did the Romans leave? Where were all the British people? Where did the new Britain's come from? 		• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	• I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.	3	Place Names Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the Anglo-Saxons settled and what they named the places they settled in.	<ul style="list-style-type: none"> Where did this name originate? What other names can you find? Has the name changed? 		• Linked to termly homework grid.	SOW
3	• I can describe a typical Anglo-Saxon village and explain what jobs the people did.	3	Village Life Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon settlements and village life.	<ul style="list-style-type: none"> What was the main job for men/women? What was a town like? What were the houses like? 		• Linked to termly homework grid.	SOW
4	• I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	3	Artefacts and Culture Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture.	<ul style="list-style-type: none"> What was it used for? Is it still used today? Is there anything like it now? 		• Linked to termly homework grid.	SOW
5	• I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.	3	Anglo-Saxon Gods Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped.	<ul style="list-style-type: none"> What Gods were there? Are there similarities? What was the main religion? 		• Linked to termly homework grid.	SOW
6	• I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.	3	Conversion to Christianity Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.	<ul style="list-style-type: none"> Why did Christianity come along? Who started it? How did it spread? 		• Linked to termly homework grid.	SOW

History Foundation Medium Term Plan



Title: Stone Age to Iron	Qualification Outcomes: Entry Level, UAS: Stone Age Life 111057
Progression Areas: J,T	Number of Lessons: 6
RMS Step Banding: Step 4	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	• I can understand what humans needed for survival in the Stone Age	1	Surviving the Stone Age - Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.	<ul style="list-style-type: none"> • Why such a harsh environment? • What did they need? • What was important? 		• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources
2	• I can understand what was found at Skara Brae and why it is important.	1	Skara Brae - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.	<ul style="list-style-type: none"> • How did it inform research? • What could we learn? • Does it still matter? 		• Linked to termly homework grid.	SOW
3	• I can understand what copper mining meant to the people of the Bronze Age.	1	Becoming a Copper Child—Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.	<ul style="list-style-type: none"> • What did it create? • What was it used for? • Can we learn from it? 		• Linked to termly homework grid.	SOW
4	• I can understand how evidence about Stonehenge can give us different answers about the past.	1	Stonehenge - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.	<ul style="list-style-type: none"> • Where is it? • Why there? • How was it made? • What did it mean? 		• Linked to termly homework grid.	SOW
5	• I can understand how and why hillforts were developed in the Iron Age.	1	Hillforts - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.	<ul style="list-style-type: none"> • Were they strategic? • How big could they be? • What was inside them? 		• Linked to termly homework grid.	SOW
6	• I can understand how evidence about Druids can give us different answers about the past.	1	The Druids - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.	<ul style="list-style-type: none"> • What is a Druid? • Why are they slightly mysterious? • What did they believe? 		• Linked to termly homework grid.	SOW

Schedule C (Yr5/6)

History

Medium Term Planning

History Foundation Medium Term Plan



Title: Ancient Greeks	Qualification Outcomes: Entry Level, UAS: Making a model of an Ancient Building 106984
Progression Areas: K,S	Number of Lessons: 6
RMS Step Banding: Step 5	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	<ul style="list-style-type: none"> I can explain how and why empires grow 2. Uses vocabulary that shows a sense of chronology 	1	<p>Who Were the Ancient Greeks?</p> <p>Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.</p>	<ul style="list-style-type: none"> What is an empire, what is a civilisation? How did they grow? What were the key events? 	Speaking Writing REading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	<ul style="list-style-type: none"> I can explain how the political system worked in Ancient Greece. 8. Identifies some things from the past that have caused change in their own area 	1	<p>Ancient Greek Democracy</p> <p>Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p>	<ul style="list-style-type: none"> What is a democracy? How did it start? Why was it important Does it still exist now? 	Ploitics Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	<ul style="list-style-type: none"> I can learn about the past from sources including art. 6. Identifies differences in features from the past and the present 	1	<p>Ancient Greek Olympics</p> <p>Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same.</p>	<ul style="list-style-type: none"> How do we know the Olympics were ancient Greece? What does Greek art tell us? How has the Olympics changed over time? 	Art Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	<ul style="list-style-type: none"> I can compare different city-states and recall facts about the Battle of Marathon. 7. Names the period of history studied 	1	<p>The Battle of Marathon</p> <p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.</p>	<ul style="list-style-type: none"> How has the word Marathon come from this battle? Why was the battle fought What were the events that happened? 	Research Computing Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	<ul style="list-style-type: none"> I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. 15. Asks questions to find similarities and differences between past and present 	1	<p>Greek Gods and Goddesses</p> <p>Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.</p>	What were the popular gods? Why did they study and fear the gods? Why is there culture so heavily based on the gods? How did their everyday lives include the gods?	RE Reading Writing Speaking/listening	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
6	<ul style="list-style-type: none"> I can use a range of sources to find out about the past and then present my findings 19. Gives adequate answers to questions 	1	<p>The Trojan War</p> <p>Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War</p>	Name some classic studies, stories about the Trojan war? Who was Achillies? Why was the war fought? Would it happen again? Why is it such a historic war?	Computing DT Art Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan



Title: Anglo Saxons vs Vikings	Qualification Outcomes: Entry Level, UAS: Aspects of a local Industry during the Industrial Revolution 22847
Progression Areas: G,P	Number of Lessons: 6
RMS Step Banding: Step 5	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	• I can explain when and where the Vikings came from and why they raided Britain.	1	Viking Raiders and Invaders - Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain.	<ul style="list-style-type: none"> When did the Vikings start visiting/invading What was the appeal? What did the Vikings take? 	Writing Computing Science	• Linked to termly homework grid.	SOW
2	• I can compare the significance of Anglo-Saxon kings during the Viking period.	1	Anglo-Saxon Kings - Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.	<ul style="list-style-type: none"> How many Saxon kings were there? What kingdoms were there? What was the kings role? 	Writing Computing Science	• Linked to termly homework grid.	Twinkl resources
3	• I can explain who King Ethelred II was and say when and why Danegeld was introduced.	1	Danegeld - Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld.	<ul style="list-style-type: none"> Why is Ethelred remembered? Why was Danegeld needed? What effect did it have? 	Writing Computing Science	• Linked to termly homework grid.	CGP books
4	• I can identify and explain key aspects of Viking life.	1	Viking Life - Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.	<ul style="list-style-type: none"> What were their beliefs? How did they travel? What were they after? 	Writing Computing Science	• Linked to termly homework grid.	UAS
5/6	• I can explain how the legal system worked in Anglo-Saxon and Viking Britain.	1	Laws and Justice - Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.	<ul style="list-style-type: none"> Was it strict? What punishments were there? Who was in charge? 	Writing Computing Science	• Linked to termly homework grid.	Generic Resources
5/6	• I can explain how the last Anglo-Saxon kings shaped Britain.	1	The Last Anglo-Saxon Kings - Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign.	<ul style="list-style-type: none"> What legacy was left over? How did Britain change? What came after? 	Writing Computing Science	• Linked to termly homework grid.	Physical resources

History Foundation Medium Term Plan



Title: Shang Dynasty	Qualification Outcomes: Entry Level, UAS: Introduction to the Transatlantic Slave Trade 112058112058
Progression Areas: Q,S	Number of Lessons: 6
RMS Step Banding: Step 5	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	<ul style="list-style-type: none"> o find out about the Shang Dynasty of China and explore how we know about it. 	1	children are introduced to the Shang Dynasty of ancient China, placing it on a timeline. They will compare this timeline with a British timeline of the same period. They will go on to compare accounts of the Shang Dynasty written c.200 B.C. with more modern archaeological evidence, making judgements about which is more accurate.	<ul style="list-style-type: none"> Do children know what different sources of evidence there are for learning about the past? • Can children describe the advantages and disadvantages of different sources of evidence? • Do children know where and when the Shang Dynasty was in power? 	Geography— Mapping	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	o explore the evidence surrounding the Shang kings.	1	children will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out what oracle bones are and how they helped historians find out information about the Shang Dynasty	<ul style="list-style-type: none"> Can children name some of the Shang rulers and what they did according to the history books? • Can children suggest what makes a history book accurate or inaccurate? • Can children suggest why learning about leaders is important? 	Maths—Timeline	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	o find out about Sha	1	children will look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs.	<ul style="list-style-type: none"> Can children explain what happened to Shang rulers when they died? • Can children describe the objects that were buried with Shang rulers? • Can children suggest why people and animals were sacrificed during the Shang Dynasty? 	RCE— Beliefs and values	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
4	<ul style="list-style-type: none"> o find out what ordinary life was like for people during the Shang Dynasty 	1	children will find out about the structure of society in the Shang Dynasty. They will find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land. They will express their understanding of life during the Shang Dynasty in a variety of ways.	<ul style="list-style-type: none"> Can children describe what kind of houses ordinary people lived in during the Shang Dynasty? • Can children describe what people ate during the Shang Dynasty? • Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty? 	Sociology— Social structuring	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	o find out about the writing and calendar created during the Shang Dynasty.	1	children will consider why writing developed and how it helps historians find out about the past. They will look at the oracle bones and some of the questions found on them. It goes on to look at the oracle bone script, teaching children to identify the meaning of some of the characters	<ul style="list-style-type: none"> Do children know why the Shang invented writing? • Do children know why the Shang invented a calendar? • Can children describe the features of the oracle bones script? 	English— writing a story	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
6	o find out why the Shang Dynasty ended	1	children will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. Your class will read some evidence in the oldest Chinese poetry book and think about its reliability as a historical source, before expressing the story in a variety of ways.	<ul style="list-style-type: none"> Can children describe what the Shang Dynasty achieved? • Can children describe how the history books say the Shang Dynasty ended? • Do children know when the Shang Dynasty ended according to evidence and history? 	PSHE—Conflict and resolution	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan



Title: Crime and Punishment	Qualification Outcomes: Entry Level, UAS: Tudors and Stuarts LE5150
Progression Areas: H,J	Number of Lessons: 6
RMS Step Banding: Step 5	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	o introduce the broad trends of crime and punishment from the Romans to the 21st century	1	children will start by considering common crimes today and how they are punished. They will explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this.	<ul style="list-style-type: none"> Can children suggest ways in which crime changes over time? Can children describe basic ways in which punishment for crime changes over time? Can children define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc.? 	Citizenship—Crimes and prisons	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	o explore crime and punishment in the Roman period	1	children will place the Romans on a timeline before exploring the Roman judicial system. They will look at some common Roman crimes and identify their punishments. They can then create a storyboard to show a crime and its punishment, or create a Roman curse tablet.	<ul style="list-style-type: none"> Do children know how crime was detected in Roman times? Do children know how criminals were tried in Roman times? Can children describe some common punishments for criminals in Roman times? 	RCE— Ancient beliefs	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	o explore and punishment in the Anglo-Saxon and Viking period.	1	children will explore how Britain changed after the Romans left and look at the Anglo-Saxon and Viking system of paying wergild, as well as other punishments. Children can then choose punishments for particular crimes or explore the story of Robin Hood.	<ul style="list-style-type: none"> Can children describe how crime would usually be punished in the Anglo-Saxon/Viking world? Do children know what the most common crime of the time was? Can children describe how people involved gods in the punishment of criminals? 	Geography— Mapping populations	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
4	o explore crime and punishment in the medieval and Tudor periods.	1	<ul style="list-style-type: none"> children will explore medieval and Tudor crimes and punishments. They will explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries. They can then compare medieval and Tudor crime and punishment and look at specific examples from different viewpoints 	<ul style="list-style-type: none"> Can children describe how criminals were caught in the medieval and Tudor periods? Can children explain the three main types of courts in the medieval and Tudor periods? Do children know what the punishments for theft, treason, murder and heresy were? 	RCE— Ancient UK places/buildings	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	o explore crime and punishment in the early modern period.	1	children will start by looking at the Gunpowder Plot in 1605 before looking at a variety of common criminals during the early modern period, such as poachers, smugglers and highwaymen. They will also look at punishments, including the 'Bloody Code'. They will look specifically at the causes of these crimes.	<ul style="list-style-type: none"> Do children know which crimes became common during this period and why? Do children know which aspects of crime and punishment stayed the same between the medieval period and the early modern period? Can children describe which punishments were new during this period? 	Reading—Read about smuggling and highway men etc	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
6	o explore crime and punishment in the Victorian period.	1	Children will look at some societal changes during this period and some of the crimes that came with this relating to industrialisation and political changes. They will explore punishments such as transportation and use 'Oliver Twist' as the basis for studying child criminalit	<ul style="list-style-type: none"> Do children know which types of crimes became common in this period and why? Can children describe changes in the way crime was detected? Can children explain the major changes in the way crimes were punished? 	Sociology— Social change	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan



Title: Britain Since 1948	Qualification Outcomes: Entry Level, UAS: Life in the Middle Ages and Black Death 77918
Progression Areas: F,T	Number of Lessons: 6
RMS Step Banding: Step 5	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	I can explore man fascination with flying	1	Explore the earliest form of flight and the many different inventions and trials of flight. Look at the story of Icarus and how it ended. Think about how tests would have to happen and how many tests were successful.	<ul style="list-style-type: none"> When did the first mention of flight become documented? 	Technology Science Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	Hot air balloons and their impact to flight.	1	Look at how balloons were used and what period of time they were popular. Look into how balloons have evolved through time. Are they a relevant form of travel.	<ul style="list-style-type: none"> Are hot air balloons still used? How are they used? Why are they not a good method of transport? 	Technology Science Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	Explore the first flight of the wright brothers	1	Students to explore the race to be the first to fly in a plane. Look at the Wright brothers and their flying machine. Look at how flight started to develop and how it was used. Look into why they were such successful inventors, draw your own plane diagram.	<ul style="list-style-type: none"> Who made the first flight? How did planes develop? When was the first flight for travel? 	Technology Science Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	I can explore the impact air travel has had	1	Students to look at how air travel has developed into a multi billion pound industry. How have airlines used the air travel to open up the world. What has the industry done for poorer countries.	<ul style="list-style-type: none"> How has air travel developed? What has air travel done for other countries? 	Technology Science Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	I can find out why Concorde was amazing and why it disappeared.	1	Students to look at the story of Concorde. Who was the maiden flight and how it changed trans-Atlantic flights. Find out what happened to the planes and why they have not been replaced.	<ul style="list-style-type: none"> What was so amazing about the Concorde? Why has it not been replaced? Is there still room for this type of plane? 	Technology Science Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
6	To find out what flight has done for the military	1	Students to look at how the role of flight has developed in military operations. What is the image of the RAF during the great wars compared to now. How has plane technology changed to create advanced fighter planes and now helicopters.	<ul style="list-style-type: none"> What is the impact of flight on warfare? How has the fighter plane developed? What weapons have been developed for planes? 	Technology Science Writing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan

Title: Our Commonwealth	Qualification Outcomes: Entry Level, UAS: Introduction to the Commonwealth 314
Progression Areas: C,R	Number of Lessons: 6
RMS Step Banding: Step 5	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	I can see the reach of the British Empire	1	Explore the term - The Sun never sets on the British Empire. Find out what it means . How was Britain so good at creating an Empire? What was it doing that no one else was?	<ul style="list-style-type: none"> Why did the sun never set? How did the British have so many countries? How did the empire benefit the British? 	Politics Writing Reading research	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources
2	I can find out how the British created an Army for the Empire	1	Look at propaganda from the late 18th and early 19th century. Explore the lure of the Empire and why young men wanted to travel around the world to make a world army. Create your own propaganda poster.	<ul style="list-style-type: none"> What is propaganda? What did young men think about the Empire? What were the risks? 	Politics Writing Reading research	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	I can create a timeline for the key events for the rise and fall of the British Empire	1	Explore how the Empire started to rise. Include such events as the take over of India, the Opium wars, South Africa. Also the mutiny in these countries and the reason for certain countries independence. Look at the Jewel in the crown, India.	<ul style="list-style-type: none"> What was Britain's first country? Why was India the jewel? What were the first signs it was coming to an end? 	Politics Writing Reading research	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	I know what the Commonwealth is now	1	Explore what remains of the old empire, now the commonwealth. What does it still mean to the larger countries like Canada and Australia and compare that to the smaller countries like Fiji and vanuatu	<ul style="list-style-type: none"> What does the commonwealth mean? Why are countries still in it? What is the role of the commonwealth? 	Politics Writing Reading research	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5/6	Debate lesson - Was the Empire good or bad	1	2 lessons to get students into 2 teams - one for good and one for bad. Research and look back at how the Empire was built and what it gave to the world. Also look at how land was taken and exploited. Lesson 6, invite MDe to the debate and decide if the commonwealth was good or bad.	<ul style="list-style-type: none"> Did Britain do any good in the world? Are there countries that are better off without us now? Would any countries come back to British rule? 	Politics Writing Reading research	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

Spare History Topics
Medium Term Planning

History Foundation Medium Term Plan

Title: To The Rescue	Qualification Outcomes: Entry Level, UAS: Introduction to Life Saving 79704
Progression Areas: L,D	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	To explore when and how the emergency services came into existence	1	Time line Police, ambulance, fire, mountain rescue, RLNI. Find out more about why they came into being and in what part of the country. Look at a local service that we can explore and get first hand experience with like RLNI. Visit a station like Padstow.	<ul style="list-style-type: none"> What was the need? Who started it? How did it start? 	Computing Reading Writing	Linked to the homework grid	SOW Twinkl resources CGP books UAS Generic Resources
2	I can find out about famous people from the past and how they have influenced the future	1	Grace Darling - What was her significance in the RNLI. What was unique about her. Recount her famous story. What does her tale typify when it come to the RNLI and our emergency services. What were the early forms of rescue? Talk about breeches buoy and rocket rescue.	<ul style="list-style-type: none"> How did she do what she did? Was she a hero? What about her Dad? Did her story help galvanise sea rescue? 	Computing Reading Writing	Linked to the homework grid	SOW
3	I can find out about a disaster at sea	1	The Penlee Lifeboat tragedy - A look into how such event affect small communities. Find out what happened and what impact it had on the RNLI. What good came from this disaster and did life saving change after.	<ul style="list-style-type: none"> How did affect the community? Did anything change in the RNLI after this event? Was recruitment affected? 	Computing Reading Writing	Linked to the homework grid	SOW
4	I can create a timeline of significant events	1	Map out the genesis of the RNLI. How did it start and what events along its timeline are significant. Look to the early days of rescue at sea and who was involved and bring up to the present day. When did lifeguards appear on the beaches etc . . .	<ul style="list-style-type: none"> Why did the RNLI start? What events have made them famous? When did lifeguards first appear on beaches? 	Computing Reading Writing	Linked to the homework grid	SOW
5/6	I can create a report about the emergency services	1	Choose one of the rescue/emergency services. Create a detailed report about what they do, how they do it and what it takes to be part of the service. 1 lesson for research and another lesson for creating the report.	<ul style="list-style-type: none"> What do they do? What does it mean to be part of? What make s them special? 	Computing Reading Writing	Linked to the homework grid	SOW

History Foundation Medium Term Plan



Title: WWII	Qualification Outcomes: Entry Level, UAS: Evacuees and World War 2 73288
Progression Areas: A,M	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	• I can explain why World War II began and order events from early World War II on a timeline.	1	The Outbreak of War Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.	<ul style="list-style-type: none"> What is appeasement? How did Hitler come to power? What were the main countries at the start of the war? 	Culture Writing Reading Computing	Linked to homework grids	SOW Twinkl resources CGP books UAS Generic Resources
2	• I can write a letter in role as an evacuee from World War II.	1	Evacuation Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.	<ul style="list-style-type: none"> What was evacuation? Can you imagine what it was like? Why were children evacuated? 	Culture Writing Reading	Linked to homework grids	SOW
3	• I can describe how people's diets were different during World War II and answer questions about the implementation of rationing.	1	Rationing Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.	<ul style="list-style-type: none"> What was rationing? Why was rationing needed? What were types of food we wouldn't see now? 	Culture Writing Reading	Linked to homework grids	SOW
4	• I can find out about women's wartime jobs and describe what they entailed in detail.	1	The Role of Women Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.	<ul style="list-style-type: none"> What jobs did women do during the war? How did women change their roles for the future? Did life go back to normal for women after the war? 	Culture Writing Reading Computing	Linked to homework grids	SOW
5	• I can explain what the Holocaust was and describe some events that happened.	1	The Holocaust Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II.	<ul style="list-style-type: none"> What was the thinking behind the Holocaust? How were Jews treated? What was a concentration camp? 	Culture Writing Reading	Linked to homework grids	SOW
6	• I can describe what happened during some key events from World War II and order events on a timeline.	1	Key Events Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.	<ul style="list-style-type: none"> What was D-Day? How long did it go on for? Was it the decisive moment of the war? 	Culture Writing Reading Computing	Linked to homework grids	SOW

History Foundation Medium Term Plan



Title: The Indus Valley	Qualification Outcomes: Entry Level, UAS: Ancient Egypt 78501
Progression Areas: B,C	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	• I can say when and where the Indus Valley civilisation existed.	1	Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by knowing when the Indus Valley civilisation existed and where in the world it was located.	<ul style="list-style-type: none"> How was it found? Why is it of interest? Where is it? 	Writing Reading Citizenship Technology	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	• I can describe the work of some key explorers who helped discover the Indus Valley civilisation and explain what they found out.	1	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring the work some influential explorers who led the way to the discovery of the Indus Valley civilisation.	<ul style="list-style-type: none"> Who were the main explorers of the Indus? How did they find out it may have been there? Why was the need so great to find it? 	Writing Reading Citizenship Technology	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	• I can understand that there are different aspects of the history of the Indus Valley and I can order events chronologically	1	Note connections, contrasts and trends over time and develop the appropriate use of historical terms by placing events from the Indus Valley civilisation into different contexts and chronological order.	<ul style="list-style-type: none"> What were the main events of the period? 	Writing Reading Citizenship Technology	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	• I can examine artefacts from the Indus Valley and understand what they can tell us about the Indus Valley civilisation	1	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining a range of artefacts from the Indus Valley civilisation and working out what they tell us about the Indus Valley civilisation.	<ul style="list-style-type: none"> What do the objects tell us about the Indus Valley? How were these items discovered? Why are they so historically important? 	Writing Reading Citizenship Technology	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	• I can explain what an Indus Valley city would have been like and describe the types and features of the buildings in them.	1	Construct informed responses that involve thoughtful selection and organisation of historical information by understanding what an Indus Valley city was like and the types and features of the buildings they contained.	<ul style="list-style-type: none"> How big were the cities? What were the building materials? How much time did it take to build a city? 	Writing Reading Citizenship Technology	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
6	• I can use evidence from the Indus Valley civilisation to work out what types of clothing and jewellery the people wore.	1	Construct informed responses that involve thoughtful selection and organisation of historical information by examining evidence of the Indus Valley civilisation jewellery, clothes, hairstyles and make up and working out what it tells us about the life and culture of this past society.	<ul style="list-style-type: none"> What were the fashions at the time? How could you tell between rich and poor? What was the jewellery like? 	Writing Reading Citizenship Technology	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan



Title: Early Islamic Civilisation	Qualification Outcomes: Entry Level, UAS: Islam Origins and Major Beliefs 81847
Progression Areas: D,S	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	• I can find out about Baghdad's role in the early Islamic Civilisation	1	The Importance of Baghdad Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the role of Baghdad in early Islamic Civilisation.	<ul style="list-style-type: none"> Where is Bagdad? Is it still there? Is it still a centre of Islamic significance? 	RE Writing Reading	• Linked to termly homework grid.	• Whiteboards and pens • Scissors • Glue
2	• I can find out about the House of Wisdom and how it became a centre for learning.	1	The House of Wisdom Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the House of Wisdom and its legacy.	<ul style="list-style-type: none"> Where did the house of wisdom develop? Who were the important players? Why was it developed? 	RE Writing Reading	• Linked to termly homework grid.	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
3	• I can explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.	1	Discovery and Learning Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through the study of significant discoveries and concepts developed by early Islamic scholars.	<ul style="list-style-type: none"> What were the main discoveries? Why was their thinking different to Christianity? What was its impact? 	RE Writing Reading	• Linked to termly homework grid.	• Information books and/or access to the Internet for research
4	• I can describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.	1	The First Four Caliphs Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the role of the caliphate in the early Islamic civilisation.	<ul style="list-style-type: none"> Who is Mohammed? What is a caliphate? 	RE Writing Reading	• Linked to termly homework grid.	• Information books and/or the access to the Internet for research
5	• I can identify and talk about different forms of Islamic art and create my own ge	1	Islamic Art Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about early Islamic art.	<ul style="list-style-type: none"> What was the main influence of early Islamic art? What does Islamic art tell us about the religion? 	RE Writing Reading	• Linked to termly homework grid.	• Large sheets of paper • Colouring pencils or felt tip pens
6	• I can identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.	1	Trade and Power Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how the early Islamic civilisation established itself as a major power, helped by its geographical position along the East to West trade route and the quality of its trading goods.	<ul style="list-style-type: none"> What was the silk route? How did Islamic countries become so powerful? What did they have that everyone wanted? 	RE Writing Reading	• Linked to termly homework grid.	Equipment for making perfume: • Bunsen burner, metal stand and gauze • Flask • String • Cork • Glass distilling tube • Test tube • Beaker • Water and ice • Ingredients for perfume or essential oils (if using)

History Foundation Medium Term Plan



Title: Time to Shine	Qualification Outcomes: Entry Level, UAS: Pop Music in the 1960's and 1980's 88606
Progression Areas: E,D	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1	• I can understand how cinema changed over the 20th century.	1	At the Movies - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the role of cinema in 20th century entertainment.	<ul style="list-style-type: none"> What did cinema bring to peoples lives? What did people think? How has it changed? 	Science Technology Writing Computing	Linked to the homework grids	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	• I can understand how and why football changed over the 20th century.	1	The Beautiful Game - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how and why football changed across the 20th century in Britain and throughout the world.	<ul style="list-style-type: none"> Was football for everyone? How has it changed? Why is called the beautiful game? 	Science Technology Writing Computing	Linked to the homework grids	• Whiteboard • Internet access • Books
3	• I can understand how young people's lives were different in the 1960s compared with today	1	The Swinging Sixties - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the 1960s.	<ul style="list-style-type: none"> What were the main activities for the youth? What was popular then? How has life changed for youth? 	Science Technology Writing Computing	Linked to the homework grids	• Access to a large space e.g. classroom without furniture or a school hall • A 'Hand Jive' track e.g. 'Willie and the Hand Jive' by Johnny Otis • Some 1960s music to dance to in the 'Swinging Sixties Dance Off'
4	• I can understand how important television has been to British people.	1	The Gogglebox - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about how television became a popular leisure activity.	<ul style="list-style-type: none"> Is the TV a good thing? How has it changed in the last 20 years? Is it still as important as it used to be? 	Science Technology Writing Computing	Linked to the homework grids	• Whiteboards • Envelopes (put each source into a sealed envelope to make it a 'mystery source') • Big paper and pens • Laptops (optional)
5	• I can see how changes in 20th century technology affect our lives today	1	Technology - Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the impact of 20th century technologies on leisure and entertainment in the 21st century.	<ul style="list-style-type: none"> What tech advances have happened in your life? How has tech changed leisure? What is entertainment now? 	Science Technology Writing Computing	Linked to the homework grids	• Whiteboards • Scissors
6	• I can understand why Holiday Camps became popular in Britain.	1	Wish You Were Here - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the British holiday industry boomed from the 1930s onwards.	<ul style="list-style-type: none"> What was the big appeal about holiday camps? What was a red coat? How have holidays changed? 	Science Technology Writing Computing	Linked to the homework grids	• Access to a good amount of space e.g. classroom with a large carpet area • Sticky notes • Whiteboards

History Foundation Medium Term Plan

Title: Time to Shine	Qualification Outcomes: Entry Level, UAS: Pop Music in the 1960's and 1980's 88606
Progression Areas: E,D	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	<p>Objectives:</p> <p>I am learning to:</p> <ul style="list-style-type: none"> identify historical evidence and distinguish facts that are relevant for purpose present a historical report 	1	<p><u>Where are dragons from?</u></p> <ul style="list-style-type: none"> Locate information about dragons and select relevant parts present findings, clarifying fact and fiction Remember to: distinguish clearly between fact and fiction 	<ul style="list-style-type: none"> What countries have the strongest dragon stories? Why have dragons got such a link to certain countries? Are there any real dragons in the past? 	<p>Geography</p> <p>Art</p> <p>IT</p> <p>English reading/writing</p>	All linked to half termly homework grids.	<p>SOW</p> <p>Twinkl resources</p> <p>CGP books</p> <p>UAS</p> <p>Generic Resources</p> <p>Physical resources</p>
2	<p>I am learning to:</p> <ul style="list-style-type: none"> describe patron saints, defining their origins and history explain how people became patron saints locate information from texts and determine key points 	1	<p><u>Dragon Slayers</u></p> <ul style="list-style-type: none"> find out about the life and origins of a patron saint or the 'Golden Legend' Remember to: for saints - Include birth, death, key life achievements and links to certain places/countries for the Golden Legend – Include description, author, 	<ul style="list-style-type: none"> Why is George immortalised as a slayer? Did people in the past believe these stories? What do we think the real truth is? 	<p>Computing</p> <p>RE</p> <p>Writing/reading</p>	All linked to half termly homework grids.	<p>SOW</p>
3	<p>I am learning to:</p> <ul style="list-style-type: none"> identify national and heraldic symbols and their origins explain why symbols appear as emblems and make links between different symbols 	1	<p><u>Dragon Countries</u></p> <ul style="list-style-type: none"> research origins and history of national symbols and flags create posters displaying information found Remember to: write the origins and symbolic meanings on my poster 	<p>Where are these symbols from?</p> <p>What is the same and what is different?</p> <p>How were these creatures celebrated?</p> <p>Is there evidence they were made up?</p>	<p>Geography</p> <p>Reading/writing</p> <p>Art</p> <p>Computing</p>	All linked to half termly homework grids.	<p>SOW</p>
4	<p>I am learning to:</p> <ul style="list-style-type: none"> sort fact from fiction select information to clarify thoughts and ideas draw conclusions from historical findings 	1	<p><u>Dragons through time</u></p> <ul style="list-style-type: none"> produce a chronological report Remember to: share my findings with other pupils 	<p>When were the first dragons heard of?</p> <p>Recount some famous dragons?</p>	<p>Reading/writing</p> <p>Maths</p> <p>SMSC</p> <p>Speaking and listening</p>	All linked to half termly homework grids.	<p>SOW</p>
5	<ul style="list-style-type: none"> I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. 	1	<p><u>Greek Gods and Goddesses</u></p> <p>Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the</p>	<p>What were the popular gods?</p> <p>Why did they study and fear the gods?</p> <p>Why is there culture so heavily based on</p>	<p>RE</p> <p>Reading</p> <p>Writing</p>	<ul style="list-style-type: none"> Linked to termly homework grid. 	<p>SOW</p> <p>Twinkl resources</p> <p>CGP books</p>

History Foundation Medium Term Plan

Title: WW2 Homefront	Qualification Outcomes: Entry Level, UAS: Pop Music in the 1960's and 1980's 88606
Progression Areas: E,D	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	• I can explain why World War II began, know the main countries involved and order key events on a timeline.	1	The Outbreak of the War Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about key events of World War II.	<ul style="list-style-type: none"> What main countries were involved? How did France get on? What happened at Dunkirk? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources
2	• I can describe how people on the home front contributed to the war effort during World War II.	1	The Home Front Construct informed responses that involve thoughtful selection of relevant historical information by learning how people on the home front contributed to the war effort.	<ul style="list-style-type: none"> What did the home front do? What jobs did people do on the home front? What was the war effort? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	• I can describe the roles and responsibilities of the armed forces during World War II.	1	The Armed Forces Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the armed forces during World War II.	<ul style="list-style-type: none"> What does the Army do? What does the RAF do? What did the Navy do? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	• I can describe what people did for entertainment during wartime Britain.	1	Entertainment in Wartime Britain Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about what people did for entertainment in wartime Britain.	<ul style="list-style-type: none"> Why was entertainment so important? What entertainment was there? What was propaganda? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	• I can describe events of the Battle of Britain and explain why it was a turning point in the war.	1	The Battle of Britain Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the Battle of Britain.	<ul style="list-style-type: none"> What was the main fighting? How did Britain adapt? What was it like to live through? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5/6	• I can describe how and why World War II events are commemorated and plan a commemorative event of my own.	1	Commemorative Events Construct informed responses that involve thoughtful selection of relevant historical information by learning how and why events from World War II are commemorated.	<ul style="list-style-type: none"> How is the war remembered now? What was the human cost? Is it still relevant? 		<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan

Title: Transport through time	Qualification Outcomes: Entry Level, UAS: Pop Music in the 1960's and 1980's 88606
Progression Areas: E,D	Number of Lessons: 6
RMS Step Banding: Step 6	Number of Weeks: 6

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	I can chronologic key technological advances in the last 200 years.	1	Students to look and explore what major tech advances there have been. What impact they have had and why they are significant. Look at areas such as steam power, space travel, cars, computers	<ul style="list-style-type: none"> What was the first big advancement in technology? What has there been in the last 10 yrs? What might be in the future? 	Technology Computing Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources
2	The rise of the Machines	1	How have computers changed our lives? - Look at when the first computer was made and why it was made. Compare computers from the past to now. Look at some of the adverts that there were, and explore what computers in the future will look like.	<ul style="list-style-type: none"> What do computers do for schools, businesses etc ? How did we teach before computers? 	Technology Computing Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	I can find out how the internet has changed our lives.	1	The internet - Students to look at the link between information and storage. Why was the internet invented and the pros and cons of having such a tool at our finger tips.	<ul style="list-style-type: none"> Is there anything the internet can't provide? Do we rely to much on it? What did we do before it? 	Technology Computing Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	I can explore the advances in transport	1	Transport - Create a timeline for a mode of transport. Ideas could be looking at how the world was opened up by shipping and trade or how the invention of air travel has made the world a much smaller place. Also think about motor transport and how that enables each person to be independent.	<ul style="list-style-type: none"> What is the main mode of transport? How are our good transported? Why are people obsessed with modes of transport? 	Technology Computing Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	What has the best technology of the last 100 years been?	1	This is a chance for the students to choose their favourite area of technology and produce a presentation on how it was invented, when, why and how it has changed lives, living or the world. Reports to be as detailed as possible with pictures, facts and information.	<ul style="list-style-type: none"> What has it changed? What has it added? Why was it invented? What did we do before it? 	Technology Computing Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5/6	What has the best technology of the last 100 years been?	1	This is a chance for the students to choose their favourite area of technology and produce a presentation on how it was invented, when, why and how it has changed lives, living or the world. Reports to be as detailed as possible with pictures,	<ul style="list-style-type: none"> Will it get better? What will the future look like? 	Technology Computing Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW

History Foundation Medium Term Plan

Title: Africa Benin	Qualification Outcomes: Entry Level, UAS: Pop Music in the 1960's and 1980's 88606
Progression Areas: E,D	Number of Lessons: 6
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Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	<ul style="list-style-type: none"> I can find out how the kingdom of Benin developed. I can find out about some important events in Africa's history. 	1	Africa's Past Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about some key events in African history and how the kingdom of Benin formed.	<ul style="list-style-type: none"> Where was this Kingdom? What countries are they now? How long did it last? Why did it end? 	RE Science Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Sticky notes Scissors Glue Whiteboards
2	<ul style="list-style-type: none"> I can describe what the people of Benin believed in. 	1	Religion Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin.	<ul style="list-style-type: none"> What did the people believe in? How important was religion? What social and cultural significance did religion have? 	RE Science Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Whiteboards Tablecloths Boards Rolling pins Clay tools for finer detail Aprons Clay
3	<ul style="list-style-type: none"> I can understand why Benin's sculptures surprised the people who discovered them. 	1	Benin Art Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art.	<ul style="list-style-type: none"> What were their sculptures of? What were they a surprise? What did they represent? 	RE Science Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Whiteboards
4	<ul style="list-style-type: none"> I can find out how Benin's past is recorded through a range of sources. I can find out about the story of how Eweka came to be the Oba of the Benin Kingdom. 	1	The Story of Eweka Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).	<ul style="list-style-type: none"> What power did the king have? Why is this such a great story? Why are there different versions of the story? 	RE Science Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> SOW Twinkl resources CGP books UAS Generic Resources
5	<ul style="list-style-type: none"> I can examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture. 	1	Artefact Exhibition Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts.	<ul style="list-style-type: none"> How does information come from artefacts? 	RE Science Reading Writing	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Information books and/or access to the Internet
5/6	<ul style="list-style-type: none"> I can explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end. 	1	A Lost Kingdom Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning how and why the kingdom of Benin came to an end.	<ul style="list-style-type: none"> How did the Kingdom become so successful? How did it fade away? What can we learn from them? 	RE Science Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	<ul style="list-style-type: none"> Access to the Internet Sticky notes and recorded ideas from lesson 1

History Foundation Medium Term Plan

Title: Tudors	Qualification Outcomes: Entry Level, UAS: Pop Music in the 1960's and 1980's 88606
Progression Areas: E,D	Number of Lessons: 6
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Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	To understand how the War of the Roses led to the first Tudor king	1	War of the Roses - This lesson outlines how Henry VII came to power, starting the Tudor line of monarchs. This lesson explains what the War of the Roses was and how Henry ended this <ul style="list-style-type: none"> To know what the War of the Roses was. To understand how Henry VII came to power, and held it. To analyse the reasons for Henry Tudor winning the Battle 	<ul style="list-style-type: none"> Who were the Tudors? Where did they come from? Why did they want the crown so much? 	Politics Writing Culture Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW Twinkl resources CGP books UAS Generic Resources Physical resources
2	To investigate the character and reign of King Henry VIII and to test the common interpretation of him through a source enquiry.	1	This lesson concentrates on introducing King Henry VIII. It tests the popular and stereotypical interpretation of Henry VIII we have today as an obese womaniser! <ul style="list-style-type: none"> To identify key features of Henry VIII's character and reign. To analyse both contemporary and modern sources about Henry VIII and test them for reliability and utility. To undertake a source based enquiry on Henry VIII and 	<ul style="list-style-type: none"> Why was an heir so important? Was he a good king? What was it like to be a woman in those times? 	Politics Writing Culture Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
3	To investigate the reasons why King Henry VIII broke with Rome, and make a judgement on the most significant cause of the English Reformation.	1	This concentrates on why Henry broke with Rome in 1533 and instigated the English Reformation. <ul style="list-style-type: none"> To identify the problems King Henry VIII faced in 1533. To categorise the causes of the English Reformation, and organise them in a Venn diagram to show links. To make a judgment as to why King Henry VIII broke with Rome in 1533, and explain how the Reformation still has con- 	<ul style="list-style-type: none"> Did Henry do it for religion or for women? How powerful was the Pope? What happened to Britain after? 	Politics Writing Culture Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
4	To Understand the influence and power from Tudor Exploration.	1	This lesson looks at famous sailors (Drake) and how he gave influence, wealth and power to the throne of England. How England projected that power and what produce was traded. <ul style="list-style-type: none"> To know why trade was so important 	<ul style="list-style-type: none"> What did trade do for Britain? How did England project power? Why do people think Drake was a pirate? 	Politics Writing Culture Reading	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW
5	To understand why Queen Mary I was considered a 'bloody' monarch.	1	It looks at Mary's reputation, her war on heretics and whether or not she deserves the nickname 'bloody'.	<ul style="list-style-type: none"> How did Mary come to power? 	Politics	<ul style="list-style-type: none"> Linked to termly homework grid. 	SOW