



History at Castlefields Primary School

Statement of intent:

At Castlefields, we aim for our curriculum to be fully inclusive, meeting the learning needs of every child. Our objectives are to meet the requirements of the National Curriculum for History by offering a broad, balanced, and differentiated curriculum that promotes the progressive development of historical concepts, knowledge, and skills. We aim for students to explore and understand life in the past. Whenever possible, we strive to bring history to life by providing immersive, hands-on experiences both within the classroom and through educational visits related to our topics. Our history curriculum is designed to include a balance of 1/3 local history and 2/3 broader historical themes of Britain's past and the wider world. At Castlefields, history offers opportunities to make cross-curricular connections with a variety of subjects, including Geography, PSHE, RE, Art, and Science. The history curriculum aligns with British Values and supports pupils' spiritual, moral, social, and cultural development by highlighting diverse perspectives and marginalised groups. This approach fosters understanding of equality, diversity, and inclusion, enriching students' historical knowledge while encouraging respect and empathy for the social fabric of modern Britain and the world.

Curriculum:

In the Early Years and Key Stage 1, the content of the history curriculum relates to personal events from their own lives and people that they know. This extends to historical events within their living memory, as well as some significant events and the lives of significant people, beyond living memory. Pupils in Key Stage 2, continue to develop knowledge and understanding of British, local and world history, using their geographical studies to support these. They are encouraged to explore and understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time. This reflects our PSHE curriculum and our 6 character values at Castlefields Primary School:





History Long Term Plan

The Castlefields Primary School Long Term Plan for History outlines a structured approach to teaching history from Year 1 to Year 6, with each year focusing on various key historical topics and local history elements. Each year group covers 3 historical themes (including 1 local history topic) each year - one per term. This plan ensures a balance of local and national history, as well as an emphasis on chronological knowledge and key historical themes.

Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Autumn	Changes within living memory – Who are my family?	Autumn	Significant individuals/LOCAL HISTORY – How do the lives of Charles Darwin and David Attenborough compare?	Autumn	LOCAL HISTORY ENQUIRY - How has Bridgnorth castle changed over time?	Autumn	Local History Study – The Railway Revolution How have the lives of people living in Britain changed thanks to the developments of steam engines and the growth of the railway network across the country?	Autumn	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Tudor explorers	Autumn 1	BRITISH HISTORY – WWII - Why was the Battle of Britain a significant turning point in British history?
Spring	LOCAL HISTORY - How is the oldest house in Bridgnorth different from your house now?	Spring	Changes within living memory – How have toys changed over time from grandparents to present day?	Spring	STONE AGE - Timeline of Stone Age from Palaeolithic to Neolithic. Understanding how people in the Stone Age settled	Spring	Anglo-Saxons & Vikings – How do we know about the Viking and Anglo Saxon struggle for the Kingdom of England?	Spring	The achievements of an ancient civilisation – How can we find out about the civilisation of ancient Egypt?	Autumn 2	LOCAL HISTORY - What was the impact of WWII on Bridgnorth?
Summer	Event beyond living memory – what happened during the Great Fire of London and how do we know?	Summer	Changes beyond living memory – The First Flight – why did the Wright brother succeed?	Summer	ROMAN EMPIRE – Why did the Romans invade Britain?	Summer	Non European society – what were the similarities and differences between the Mayan alphabet numeric system and that of the Anglo Saxons?	Summer	LOCAL HISTORY – Victorians What was life like for Victorian children in Shropshire?	Summer	ANCIENT GREECE - How significant is the legacy of ancient Greek achievements in life today?



History Medium Term Plans:

Medium-term plans ensure that both the necessary knowledge and subject-specific skills are covered. Individual lessons are tailored to inspire, engage, and challenge pupils according to their needs. We provide a wide range of experiences, both in the classroom and beyond, and encourage school trips and visitors to offer first-hand learning opportunities. The history units we teach are designed to help children understand their own identity, the challenges of their time, and the importance of local history. These units also support their understanding of change over time and key historical developments.

EYFS: UNDER REVIEW FOR 25/26

EYFS Statutory Requirements	Key Skills in EYFS	Early Learning Goals	Continuous Provision	Planned Activities – Reception History
<p>Understanding the World (specific area)</p> <p>People and communities</p> <p>The world</p> <p>Technology</p> <p>This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p>Talk about past and present events</p> <p>Show sensitivity to the likes and dislikes of others</p> <p>Know the similarities and differences between themselves and others</p> <p>Learn in familiar places</p> <p>Observe and describe environments</p> <p>Recognise the uses of technology</p> <p>Use technology for a purpose</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Christmas Celebrations and traditions</p> <p>Harvest Festival (Reception)</p> <p>Diwali</p> <p>Celebration of children's birthdays</p> <p>Visitors into school</p> <p>Visits to the local community (Reception)</p> <p>Woodland School – weekly</p> <p>Link with Mandinary School in the Gambia</p> <p>Globes and world maps inside and outside</p> <p>Small world toys to explore other environments</p> <p>iPads and IWB/Smartboard</p> <p>Beebots</p> <p>Remote controlled cars</p> <p>Communication headsets</p> <p>Easi-speak microphones</p> <p>Rechargeable torches</p> <p>Talk buttons (Nursery)</p>	<p>Looking at within living memory, Events beyond living memory, The life of a significant person in history</p> <p>Autumn Term</p> <p>Baby photographs investigating how they have changed over time</p> <p>Birthday celebrations</p> <p>Spring Term</p> <p>Visit Blists Hill</p> <p>Investigate old and new toys looking at similarities and differences</p> <p>Observe old artefacts and ask questions, look ap information about them</p> <p>Write letters to grandparents asking them what toys they played with when they were 5 years old?</p> <p>Dinosaur topic look at life of Mary Anning</p> <p>Summer Term</p> <p>Visit to Acton Scott working Farm Museum</p> <p>Investigate old and new farming techniques</p> <p>Observe old artefacts and ask questions, look ap information about them eg grinding wheat on a mill stone</p>



Year 1 History Medium Term Plan

History – Year 1								
Autumn – Ourselves/Winter Changes within living memory – who are my family?			Spring – What was it like to live in the oldest house in Bridgnorth? Local History – How is the oldest house in Bridgnorth different from your house now?			Summer – Fire and Water/Where we live The Great Fire of London		
<u>Aims</u>			<u>Aims</u>			<u>Aims</u>		
<ul style="list-style-type: none"> Timeline skills – ordering times and dates in their lives. I can make some comments about things from the past that have happened to me. I can talk, draw and write my ideas. Identify and talk about those who live at home and recognise that homes and families can vary. Recognise my role and place in the family unit and the family tree. Explore how everyday life has changed for various generations of the family. 			<ul style="list-style-type: none"> Can children recognise and name different kinds of homes? Can children describe features common to all modern homes? Can children talk about their homes using appropriate vocabulary? Can children describe the features of homes built a long time ago? Can children use terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.)? Can children identify similarities and differences between modern houses and houses built a long time ago? Do children understand what is meant by 'Tudor' and that it was a long time ago? • Can children describe some of the features of Tudor houses? • Can children identify differences between modern homes and Tudor homes? Can children identify some differences between objects found in modern homes and Tudor homes and how this affected daily life for people in the past? 			<ul style="list-style-type: none"> I can recognise the difference between past and present in their own and others' lives. I can recount stories from the past. I can pick out information about the past from sources like pictures, artefacts and stories. I can find out answers to simple questions about the past from sources of information, e.g. artefacts. I can talk, draw and write my ideas. 		
<u>Assessment</u>			<u>Assessment</u>			<u>Assessment</u>		
To be able to create a family tree and timeline within my living memory.			An understanding of the differences between homes now and the past.			A knowledge of London past and present and the reasons for and effects of the Fire of London.		
Ourselves topic			Homes topic			Fire and Water topic		
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3
What events have happened in my life so far? Ordering key times and dates in our lives – birth, siblings. Make comments about my own past and questions others on theirs.	Creating our own family trees. To recognise my place in my own family. To build a simple family tree and understand siblings, parents, grandparents and generations.	Comparing life for our grandparents with ours through toys. Explore how toys have changed, compare between my own and my grandparents toys. To enquire and question.	To investigate and identify a variety of homes today. Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.	To investigate similarities and differences between homes. Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.	To explore homes built a long time ago and identify their features. Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.	London: Past and Present To develop an awareness of the past. To compare past and present London.	Life in the 17th Century To identify differences and similarities between ways of life in different periods. To explain how people live now is different to how people lived in 1666.	The Events of the Great Fire To know and understand key features of an event beyond living memory that are nationally significant. To order the events of the Great Fire of London
Week 4	Week 5	Week 6	Week 4	Week 5	Week 6	Week 4	Week 5	Week 6
Comparing other aspects of how life has changed since grandparents' times. Recognise that homes and family life can vary and change over time.	Understanding and creating a timeline from my grandparents to present day. Recognise my role in my own family. Identify those who are in my family and understand my own family tree.	Continued.	To find out what Tudor homes were like inside. Children are introduced to Queen Elizabeth and the Tudor era. They will investigate what the interior of Tudor homes were like. Using photos of reconstructions of Tudor times, they will start to identify some features of Tudor homes.	To identify and explore objects in a Tudor home and their uses. Children will identify that most Tudor homes did not have electricity and establish how this would have made Tudor homes different to modern homes. They will explore some common objects found in Tudor homes, such as bellows and mangles. They will continue to identify similarities and differences between Tudor and modern homes.		How Do We Know About the Great Fire? To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how we know about the Great Fire of London.	What Have We Learnt about the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions. To describe London before, during and after the Great Fire.	



Year 2 History Medium Term Plan

Autumn – Significant people and why we remember them			Spring 2 Terrific Toys – Toys (Changes within living memory)			Summer 2 – First flight (changes beyond living memory)		
<p>Skills</p> <ul style="list-style-type: none"> Children will be learning about the lives of famous people from the past. Children will have compared the life of someone from the past with a more modern person. Children will have learnt about events beyond living memory that are significant. Children will research people and events using books and the internet. 			<p>Skills</p> <ul style="list-style-type: none"> Children will have used toys to consider changes within living memory. Contact parents/grandparents to learn about the toys they had. Compared their toys with toys children used to have. Consider features such as material used etc. Made their own versions of some old toys. 			<p>Skills</p> <ul style="list-style-type: none"> Children will learn about the first flight events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Children will have considered how seaside holidays have changed over time. From Victorian times to modern day. Compared activities that people do at the beach with now with what they used to do. Researched seaside holidays using a range of information. Contact parents/grandparents to find out about their seaside experiences as a comparison to Victorian/ experiences now. 		
<p>Final Outcome Children will have learnt about the lives of people from the past and, where relevant, compared them with the lives of others. They will also have learnt about significant events from the past.</p> <p>Assessment To share information learnt about significant people and compare their lives and achievements.</p>			<p>Final Outcome Children will have developed their understanding of how toys have developed and changed over the years. They will have gained a sound understanding of how material etc has changed and will have been able to use the skills and knowledge they have developed to replicate some of the old toys we have learnt about.</p> <p>Assessment To sort and examine toys from different times and identify differences in their characteristics.</p>			<p>Final Outcome Children will have thought about early attempts to fly and then consider why the Wright brothers' attempts were successful. They will also learn about another significant person from beyond living memory; Amelia Earhart. They will then go onto consider how air travel has changed over time and think about any flights that they have been on themselves.</p> <p>Assessment To explain in detail how air travel has changed since the first flight.</p>		
Autumn 1 Significant people and why we remember them			Spring 2 Terrific Toys			Summer 2 Seaside		
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3
What makes someone a significant person? Why do we remember significant people?	Who was Charles Darwin? Why is he still remembered today? LO. To learn about significant people in our own locality	Who was Mary Anning? Why do people still talk about her today? LO. To learn about the lives of other significant individuals.	What are our toys like? What are they made from etc? LO. To learn about changes with toys within living memory.	Black Country Museum Visit What were our parents/grandparents favourite toys like? What were they made from? LO. To learn about changes with toys within living memory.	Sort/ group toys based on whether they are old or new. LO. To learn about changes with toys within living memory.	Inquiry - what do you know about air travel and planes? LO. To learn about changes and events beyond living memory.	How did people try to fly? Early attempts at flight. LO. To learn about changes and events beyond living memory.	Who were the Wright brothers? LO. To learn about significant people from beyond living memory.
Week 4	Week 5	Week 6	Week 4	Week 5	Week 6	Week 4	Week 5	Week 6
Who is David Attenborough? .LO. To learn about and compare the lives of significant individuals.	Who is Thomas Telford? Why is he a significant person and why is he important to Bridgnorth? LO. To learn about significant people in our own locality.	Why do we wear poppies and learn about Remembrance Day? LO. To learn about significant historical events.	Examine and sort different toys by their characteristics . LO. To learn about changes with toys within living memory.	Investigate how the design of toys has changed and order them chronologically. LO.	Make some of the old toys we have learnt about i.e. spinning tops etc. LO. To learn about changes with toys within living memory.	Why did the Wright brothers succeed where others had failed? LO. To learn about changes and events beyond living memory.	Who was Amelia Earhart? LO. To learn about significant people from beyond living memory.	How has air travel changed over time? LO. To learn about changes and events beyond living memory.



Year 3 History Medium Term Plan

History – Year 3								
Autumn – Local History Study - Bridgnorth Castle			Spring – Stone Age Why did the people of the Stone age stop roaming and start settling?			Summer – Invaders- Romans in Britain		
<p style="text-align: center;"><u>Aims</u></p> <p>Chronological knowledge/understanding Follow the history of the castle on a timeline relating to the main events in British history.</p> <p>Historical enquiry Ask questions why events happened and explore various forms of evidence including first hand by visiting the castle.</p> <p>Interpretation of history Explore sources of evidence and question accuracy of biased reports.</p> <p>Continuity and change Make links between the various stages of the castle’s history.</p> <p>Cause and consequence Find out and explain the reasons for the various hugely significant events linked to the castle’s history.</p>			<p style="text-align: center;"><u>Aims</u></p> <p>Chronological knowledge/understanding Place the Stone Age on a timeline.</p> <p>Historical enquiry Ask questions why changes to people’s lives occurred and explore evidence</p> <p>Continuity and change Describe the changes that occurred throughout the Stone Age</p> <p>Cause and consequence Know how new discoveries affected people and population</p> <p>Significance of events Investigate the significance of the end of the Ice Age</p> <p>Similarities and Differences Compare the various stages of development between each time period</p>			<p style="text-align: center;"><u>Aims</u></p> <p>Chronological knowledge/understanding Place the various stages of the Roman Empire on a timeline and relate back to the other areas studies this year.</p> <p>Historical enquiry Ask questions why events happened and explore how the Romans were so successful in their invasions.</p> <p>Interpretation of history Explore sources of evidence and question accuracy of biased reports.</p> <p>Continuity and change Make links between the Romans’ invasions, settling and leaving of Britain.</p> <p>Similarity and Difference Compare the life of Celts with that of Romans.</p> <p>Cause and consequence What allowed the invasions and retreat to occur?</p>		
<p style="text-align: center;"><u>Assessment</u></p> <p>Chronological knowledge/understanding To place significant events onto a timeline - See lesson 6</p>			<p style="text-align: center;"><u>Assessment</u></p> <p>Historical Enquiry To understand why people in the Stone Age settled – see lesson 4.</p>			<p style="text-align: center;"><u>Assessment</u></p> <p>Chronological knowledge/understanding A culmination of the three areas of study this year. Can the children place events and understand the timeline? See session 2</p>		
1	2	3	1	2	3	1	2	3
School trip – to visit the Castle. Enquiry – asking questions about what the castle may have been used for.	When were the Anglo-Saxons and Vikings in Bridgnorth? Discussions about why the original motte and bailey was built.	Who are the Normans? King Harold, when he became king and why the Normans came to England.	What is the Stone Age? Overview on the Stone Age.	What did humans need for survival in the palaeolithic period? Discussion about early survival.	Why did humans settle in the neolithic period? Discussion about farming and settlements.	Who were the Romans? Overview of the Romans.	When did the Romans invade Britain? Link to failed attempts at invasion and then the final invasion.	How did Boudicca rebel against the Romans?
4	5	6	4	5	6	4	5	6
What is the Bayeux Tapestry? Discussion about what happened during the Battle of Hastings.	Why is Bridgnorth Castle a ruin? Discussion about who built the castle, why it was built and how it became a ruin.	What timeline of events led up to the destruction of Bridgnorth Castle? Timeline of events.	What is Skara Brae? Discussion about a real known stone age village.	What is the Iron Age? What happened after the stone age?	What timeline of events make up this time period?	What is Hadrian’s Wall? Discussion on how the Roman’s took over in Britain.	Wroxeter Visit What did the Romans do for us? Visit to Wroxeter and discussion of what happened here.	Who did the Romans worship? Roman gods and goddesses.



Year 4 History Medium Term Plan

History								
Autumn – Local History Study – The Railway Revolution			Spring – Vikings vs Anglo Saxons			Summer – Mayans		
<p>Aims</p> <p>Chronological knowledge / understanding A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Historical enquiry How have the lives of people living in Britain changed thanks to the developments of steam engines and the growth of the railway network across the country.</p> <p>Continuity and change Make links between the various stages of the railway's history.</p> <p>Cause and consequence To know how discoveries affected people and the population.</p> <p>Significance of events Investigate the significance of steam power.</p> <p>Similarities and differences Compare railways in the past and today.</p>			<p>Aims</p> <p>Chronological knowledge / understanding Follow the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Historical enquiry Ask questions about where the Anglo-Saxons and Vikings came from.</p> <p>Interpretation of history Explore sources of evidence and question accuracy of biased reports.</p> <p>Continuity and change Consider how the Viking legacy is still seen in Britain today.</p> <p>Cause and consequence Understand key figures and events that led to England becoming a unified country under control of a single Viking king.</p> <p>Significance of events Investigate why the Battle of Hastings took place.</p> <p>Similarities and differences Compare the life of the Saxons and the Vikings.</p>			<p>Aims</p> <p>Chronological knowledge / understanding Study a non-European society that provides contrasts with British history.</p> <p>Historical enquiry Ask questions about what the Mayans way of life and what they believed.</p> <p>Interpretation of history Explore sources of evidence and question accuracy of biased reports.</p> <p>Continuity and change To understand how the civilisation declined over time.</p> <p>Cause and consequence To investigate the reasons behind the decline.</p> <p>Similarities and differences Explore Mayan society and how it compares to modern society.</p>		
<p>Assessment</p> <p>Historical Enquiry To understand the way the railways have changed the lives of British people – see lesson 6.</p>			<p>Assessment</p> <p>Historical Enquiry To understand causes and effects of historical events – see lesson 6.</p>			<p>Assessment</p> <p>Similarities and differences To identify the contrast between a non-European society and British society – see lesson 3.</p>		
1	2	3	1	2	3	1	2	3
<p>To find out how transport changed during the Industrial Revolution.</p> <p>They will learn about the transport of heavy goods before the industrial revolution, then consider the problems the industrialists faced, realising that better transport was needed.</p>	<p>To find out about the technological developments that changed transport and travel during the Industrial Revolution.</p> <p>They will learn about James Watt's steam engine: how it worked, and how it was initially used in factories and to haul goods and raw materials short distances.</p> <p>School trip to the engine rooms.</p>	<p>To find out about the development of the first steam-powered railways in Britain.</p> <p>They will understand how technological developments made steam engines light enough to be used as railway locomotives,</p>	<p>To explore what Britain was like before the first Viking invasions.</p> <p>They recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.</p>	<p>To find out about the Viking invasions of Britain.</p> <p>They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.</p>	<p>To find out about the Viking settlement of Britain and how this affected the Anglo Saxons.</p> <p>They will understand subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.</p>	<p>To explore where and when the remains of the Mayan ruins were discovered.</p> <p>Discover the Spanish conquistadors and their expeditions in Mesoamerica. They will look at some of the Mayan temple ruins and generate questions that the conquistadors might have asked, as well as questions they would like to find the answers themselves.</p>	<p>To find out about how the Mayan civilisation developed over time.</p> <p>Children will learn what an archaeologist does and look at how artefacts can help us find out about the Mayan civilisation.</p>	<p>To find out about the city states of the Maya and how society was organised.</p> <p>They will consider how our society is run and who makes our decisions before comparing this with how Mayan society was structured. They will find out about different groups of Mayan people from kings and nobles to slaves and farmers, as well as how Mayans lived in various independent city states.</p>
4	5	6	4	5	6	4	5	6
<p>To find out about the way rail travel changed the lives of people living in Britain since 1830.</p> <p>They will learn about the period known as 'Railway Mania', when several rival companies expanded the railway networks across the country, changing the lives of Britons.</p>	<p>To find out about the development of underground railways, and how they changed the lives of Londoners.</p> <p>They will discover how the first underground railways were developed in London to address several problems.</p>	<p>To consider how developments in rail travel have changed the lives of people in Britain.</p> <p>They will discover how the railways have continued to develop over time, as electricity was introduced, and the underground network expanded.</p>	<p>To find out why King Alfred was dubbed 'Alfred the Great'.</p> <p>They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.</p>	<p>Viking Day Experience To explore what life was like for Vikings living in Britain.</p> <p>They will discover what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</p>	<p>To find out how and when England became a unified country.</p> <p>Challenge them to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016.</p>	<p>To find out about Mayan religion and beliefs.</p> <p>Children will find out what the Maya believed and how this affected their daily lives. They will explore some of the Mayan gods and what they demanded from the Mayan people, including bloodletting and human sacrifice, as well as learning about the role of priests and beliefs about the afterlife.</p>	<p>To find out about everyday life for the Mayan people.</p> <p>Use a variety of sources to piece together what life was like for the Maya.</p>	<p>To explore Mayan writing and calendars.</p> <p>Discover some of the major achievements of the Maya, specifically a complete writing and number system, and the development of calendars. They will consider the importance of writing from the Maya in helping historians find out about the past.</p>



Year 5 History Medium Term Plan

Year 5 History								
Autumn 1 – A study of theme in British history that extends pupils chronological knowledge beyond 1066. A significant turning point in British history. What was the effect of Tudor exploration?			Spring 1 – The achievements of the earliest civilizations (Egyptians). How can we find out about the civilisation of ancient Egypt ?			Summer 2 – A Local history study – looking at an aspect of social history (Victorian education) dating from a period beyond 1066 that is significant in the locality (Blists Hill museum). Victorians What was life like for Victorian children in Shropshire?		
<p>Skills Historical knowledge Chronological knowledge</p> <p>To develop a timeline based on changes in ship exploration from Tudor times (and earlier) up until present day. Historical terminology: exploration, discovery, voyage, circumnavigation, trade, colony.</p> <p>Historical concepts Similarities and differences</p> <p>Similarities and differences between exploration/ ships/ sailors from Tudor times and now.</p> <p>Significance</p> <p>Explain the significance of different explorers/voyages and the impact they had in their time period and how it has impacted on present day</p> <p>Cause and Consequence</p> <p>Recognise why changes in exploration occurred</p> <p>Continuity and Change</p> <p>To describe how and why ship exploration developed and changed over time.</p> <p>Historical skills</p> <p>Use a wide range of different sources to investigate exploration. Explain the difference between primary and secondary sources they are using. Recognise the need to sometimes question reliability of sources and compare a range of accounts. Ask questions about how exploration has changed over time.</p>			<p>Skills Historical knowledge Chronological knowledge</p> <p>Understand where the Egyptians fit on timeline think about BC and AD.</p> <p>Historical terminology</p> <p>Pharaoh, mummification, pyramid, ancient, tomb, sarcophagus, death mask, archaeologist, artefacts.</p> <p>Historical concepts Similarities and differences</p> <p>Children will be able to find similarities and differences between Ancient Egyptians and modern life.</p> <p>Significance</p> <p>Children will be discovering the beliefs and practices of the Ancient Egyptians and the impact they had.</p> <p>Continuity and Change</p> <p>Children will find out about Egyptian life and achievements/their influence on the Western world.</p> <p>Historical skills</p> <p>Look at a wide range of sources to collect evidence about the beliefs and practices of Ancient Egyptians. Consider why/how we are still finding out and learning about the Ancient Egyptians and why this is important. Devise and investigate own questions about Ancient Egyptians.</p>			<p>Skills Historical knowledge Chronological knowledge</p> <p>Understand where Victorians fit on timeline, explain how children's rights changed over the Victorian period and place on a timeline.</p> <p>Historical terminology</p> <p>1870 Education Act, Workhouse</p> <p>Historical concepts Significance</p> <p>To explain how the 1870 Education Act was significant.</p> <p>Similarities and differences</p> <p>Recognise similarities and differences in the lives of Shropshire children in Victorian era and now.</p> <p>Continuity and Change</p> <p>To compare Victorian schools to contemporary schools. Explain how a child's life in 1840 Shropshire would be different to a child's life in 1900.</p> <p>Cause and Consequence</p> <p>Recognise why people worked to change the lives of Victorian children.</p> <p>Historical skills</p> <p>To research different sources including Victorian toys and devise questions about what these artefacts tell us about Victorian childhood in Shropshire. Visit Blists Hill and look at the Victorian school room and experience a Victorian lesson. To compare first-hand accounts about workhouses with those depicted in books and select relevant sections of information to address historically valid questions.</p>		
Assessment Explain the effects that Tudor exploration had during Tudor times and beyond.			Assessment Produce a fact file explaining what they have learnt about ancient Egypt using different sources. And show how they provide different information.			Assessment How accurate is Blists Hill museum? Is it an accurate reconstruction of the past or does it glorify it ?		
Week 1	2	3	Week 1	2	3	Week 1	2	3
To explain how knowledge of the world changed during the Tudor period and why they explored outside of Europe.	To investigate/understand what life on a Tudor ship was like.	To name/understand the significance of famous Tudor ships and explorers.	To understand who the Ancient Egyptians were and where they fit in history (look at lots of different sources maps, books, postcards, images, websites, artefacts).	To understand who the pharaohs of Ancient Egypt were.	.To investigate why the Ancient Egyptians built the pyramids and who built them.	To place the Victorians on a timeline and consider what life was like for children in this period (particular focus on Shropshire).	To find out what life was like for poor children in Victorian Shropshire/ Britain. To understand some of the changes that took place for poor children in the 19th century.	Blists Hill Visit To compare modern and Victorian schooling in Shropshire/ Britain.
4	5	6	4	5	6	4	5	6
To understand why Drake circumnavigated the world.	To understand the impact exploration had on other countries/people.	To recognise the impact Tudor exploration has had on our lives today.	To understand some of the Ancient Egyptians beliefs linked to mummification and the afterlife).	To discover and use hieroglyphs. To investigate why Tutankhamun's tomb was an important discovery.	To recognise how we are still learning about the Ancient Egyptians today.	To investigate how Shropshire Victorian children spent their leisure time.	To recognise how children's rights improved as the Victorian era progressed and how life of children now compare with the lives of Victorian children.	Assessment Explain how a child's life in 1840 would be different to child's life in 1900. Consider accuracy of Blists Hill.



Year 6 History Medium Term Plan

Year 6 History Medium term Plan - 2024								
Autumn 1&2 – WWII / Battle of Britain (significant turning point in British history) <i>Why was the Battle of Britain a significant turning point in British history?</i>					Summer 1- Ancient Greece (ancient civilisation) <i>How significant is the legacy of ancient Greek achievements in life today?</i>			
Historical enquiry skills					Historical enquiry skills			
I can position time periods studies to other time periods taught across the school I can make more considered comparisons between a growing range of different time periods I can compare and contrast themes between different time periods I can discuss primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account					I can position time periods studies to other time periods taught across the school I can make more considered comparisons between a growing range of different time periods I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings			
Assessment					Assessment			
Historical Enquiry – To understand why the Battle of Britain was a key turning point in the war – see lessons 5 and 6.					Similarity and Difference – compare Ancient Greek and modern British democracy – see lesson 3.			
Week 1	2	3	4	5	6	Week 1	2	3
WWII Events Understand the events that led up to the start of WW2. Who were the leaders of the time? Which countries were involved in the lead to WW2? What role did these countries play? Where are these countries located? What was meant by the “Phoney War”?	WWII Timeline Create a timeline of key events during WWII. 1919 – Treaty of Versailles 1921 – Hitler becomes leader of socialist party in Germany 1925 – Germany rearming secretly 1929 – economic depression 1933 – Hitler becomes Germany chancellor 1936 – Axis Powers unite 1939 – Germany invades Poland / War is declared.	To examine Britain’s ‘Darkest Hour’ What problems were facing Britain in May 1940? Who were the candidates for PM? Why did people want/not want Churchill for PM? What other key players were their for Britain and the allied powers? Churchill’s speeches; why were they defining?	Operation Dynamo / Dunkirk Understanding the events of Dunkirk. Why were the soldiers in Dunkirk? What happened in Dunkirk? How many troops were evacuated? How were they evacuated? Why was Britain still vulnerable to attack?	Battle of Britain Why did the German air force attempt to overpower the RAF in a battle of the air? How many British cities were bombed during the Blitz? How long did the Battle of Britain last for? Who won the Battle of Britain? What did winning the Battle of Britain prevent?	Trip to RAF Cosford Handling original artefacts Option to try on original RAF uniform Student enquiry Multi-sensory experience - students will experience a mock air raid Telling the story of the RAF Full info on the Dowding System Spitfire/Hurricane exploration	Who were the Ancient Greeks? Where is Greece? Who were the ancient Greeks? Why are they important? Why do we study them? To explain how the Greek empire changed and grew. To order significant Greek events on a timeline and relate this to other time periods studied in Castlefields	Ancient Greece Timeline Key events through Ancient Greece’s history: 776BC – Olympic games 510BC – democracy is born 490BC – Persian wars 356BC – rise of Alexander the Great 323BC – ATG death 30BC – Romans conquer Ancient Greece	Democracy To explain what a democracy is. To compare ancient and modern democracy. To understand the legacy of the Athenian democratic system. To compare the similarities and differences Ancient Greek democracy has with modern British democracy.
7	8	9	10	11	12	4	5	6
Remembrance Assembly What is remembrance – what happens locally/nationally/inter? Share poems Stories WW2 songs WW2 Poetry	Home Front What was the role of women in the War? Who were the land girls? What does “Make do and mend” mean? Who were the Home guard? Why did rationing happen? Why were children evacuated?	Bridgnorth in WWII Key individuals during WWII RAF at Stanmore Royal observer corps – key sites during the war. Impact on local people.	Bridgnorth in WWII Trip: - Anderson Shelter - 29th August 1940 bomb sites - Majestic cinema air raid sirens - Town Hall recruitment office - St Leonard’s Church bells for victory - Castle Gardens war memorial - Pan Pudding Hill / Royal Observer Corps station - Riverside bridge protection and anti-aircraft guns - Severn Valley Railway / evacuees from Liverpool	Independent research topic on WWII Independent primary and secondary research into WWII area of interest, such as animals/ codebreaking / fashion / Churchill etc. Create double-page spread to present information.	WWII-inspired Christmas WWII songs Gift making and sharing WWII card making – make do and mend. WWII-inspired Christmas Day events to conclude topic	Ancient Greece city states Understand that Ancient Greece was not ‘one country’ per se, but rather a series of city states whose laws and practices could dramatically differ from one another. Relate back to previous lesson to understand how limited Greek democracy really was.	Ancient Greek religion. To research Greek Gods and Goddesses. To understand the importance of Mt. Olympus.	Ancient Greek life / artifacts and the Olympics To use artefacts to give us information about the Ancient Greek Olympic games. Using clues from Ancient Greek pottery / artwork. What do the paintings tell us? Using primary and secondary sources of evidence. The Olympics. To research ancient Olympic events. How do they relate to the modern Olympics? Wenlock Olympiad



Child-version learning objectives examples:

Year 6 – History Learning Objectives

	<p>Autumn term <i>World War II</i></p> <p>Why was the Battle of Britain a significant turning point in British history?</p>	
<p>To understand the events leading to WWII.</p>		
<p>To create a timeline of events leading to WWII.</p>		
<p>To label a map of Europe and identify the key players in 1939.</p>		
<p>To examine Britain's 'Darkest Hour.'</p>		
<p>To understand the importance of Operation Dynamo.</p>		
<p>To sequence the events of The Battle of Dunkirk.</p>		
<p>To understand why The Battle of Britain was a turning point in the history of Britain.</p>		
<p>To understand the importance of the Dowding system and visit RAF Cosford.</p>		
<p>To examine the impact of WWII on Bridgnorth.</p>		
<p>To visit and understand the effect WWII had on the community of Bridgnorth.</p>		
<p>To plan a Remembrance Day Assembly – sharing our learning of WWII.</p>		
<p>To research and present our own WWII interest project.</p>		
<p>To research and plan a WWII-inspired Christmas.</p>		
	<p>Summer term <i>Ancient Greece</i></p> <p>How significant is the legacy of ancient Greek achievements in life today?</p>	
<p>To understand who the Ancient Greeks were.</p>		
<p>To create a timeline showing events in Ancient Greece through the ages.</p>		
<p>To understand and explain democracy and compare ancient and modern forms.</p>		
<p>To investigate the City States of Ancient Greece.</p>		
<p>To examine religion in Ancient Greece.</p>		
<p>To research Ancient Greek artefacts and investigate The Olympic Games and life in Ancient Greece.</p>		

Year 3 – History



<p>Autumn term <i>Bridgnorth Castle (a local study)</i></p>
<p>When were the Vikings and Anglo-Saxons in Bridgnorth?</p>
<p>Who are the Normans?</p>
<p>What is the Bayeux tapestry?</p>
<p>Why is Bridgnorth Castle a ruin?</p>
<p>What timeline of events led up to the destruction of Bridgnorth Castle?</p>
<p>School trip: Visit Bridgnorth Castle.</p>
<p>Spring term <i>Changes in Britain from the Stone Age to the Iron Age</i></p>
<p>What is the Stone Age?</p>
<p>What did humans need for survival in the palaeolithic period?</p>
<p>Why did humans settle in the neolithic period?</p>
<p>What is Skara Brae?</p>
<p>What is the Iron Age?</p>
<p>What timeline of events make up this time period?</p>
<p></p>
<p></p>
<p>Summer term <i>The Romans and their impact on Britain</i></p>
<p>Who were the Romans?</p>
<p>When did the Romans invade Britain?</p>
<p>How did Boudicca rebel against the Romans?</p>
<p>What is Hadrian's Wall?</p>
<p>What did the Romans do for us?</p>
<p>Who did the Romans worship?</p>
<p></p>
<p></p>

Year 4 – History Learning Objective

	<p>Autumn term <i>Railway Revolution</i></p> <p>How have the lives of people living in Britain changed thanks to the developments of steam engines and the growth of the railway network across the country?</p>	
To find out how transport changed during the Industrial Revolution.		
To find out about the technological developments that changed transport and travel during the Industrial Revolution.		
To find out about the development of the first steam-powered railway in Britain.		
To find out about the way rail travel changed the lives of people living in Britain since 1825.		
To find out about the development of underground railways, and how they changed the lives of Londoners.		
To consider how developments in rail travel have changed the lives of people in Britain.		
	<p>Spring term <i>Vikings vs Anglo Saxons</i></p> <p>Follow the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	
To explore what Britain was like before the first Viking invasions.		
To find out about the Viking invasions of Britain.		
To find out about the Viking settlement of Britain and how this affected the Anglo Saxons.		
To find out why King Alfred was dubbed 'Alfred the Great'.		
To explore what life was like for Vikings living in Britain.		
To find out how and when England became a unified country.		
	<p>Summer term <i>Mayans</i></p> <p>To study a non-European society that provides contrasts with British history.</p>	
To explore where and when the remains of the Mayan ruins were discovered.		
To find out about how the Mayan civilisation developed over time.		
To find out about the city states of the Maya and how society was organised.		
To find out about Mayan religion and beliefs.		
To find out about everyday life for the Mayan people.		
To explore Mayan writing and calendars.		