
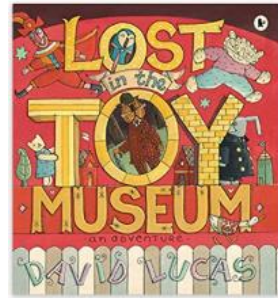




Autumn Medium Term Plan Hollinswood Primary School and Nursery

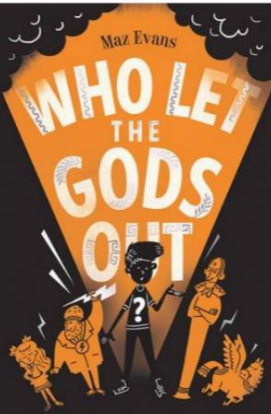
	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>EYFS – Who am I?</p> <p>Concepts</p> <p><i>Chronological understanding</i></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p>that I have changed</p> <p><i>what now means</i></p> <p><i>what after, next and later means</i></p> <p><i>what yesterday, today and tomorrow mean</i></p> <p>that my parents are older than me and were born before me</p> <p>that my life has a story</p> <p>that my life is in order</p> <p>that my family story is my story</p> <p>that my local area changes</p>	<p>I know:</p> <p>that family history is important</p> <p>that people remember important stories from the past</p> <p>that people share stories about our family</p> <p>I know how to:</p> <p>say what I did yesterday, today and what I plan to do tomorrow</p> <p>place my life in time order</p> <p>my family in time order</p> <p><i>know that my family story and life story need to be accurate and I need pictures to prove this</i></p> <p>observe changes in my environment</p> <p>describe how things are the same or different</p> <p>describe something that happened in the past</p>	<p><i>older</i></p> <p><i>younger</i></p> <p><i>young</i></p> <p><i>past</i></p> <p><i>history</i></p> <p><i>now/after/later</i></p> <p><i>order</i></p> <p><i>birth</i></p> <p><i>yesterday</i></p> <p><i>today</i></p> <p><i>tomorrow</i></p> <p>story</p> <p>belonging</p> <p>family</p> <p>friends</p>	<p>Who am I?</p>  <p><u>Resources/staff subject knowledge:</u></p> <p>5 Benefits of Knowing Your Family History (selecthealth.org)</p> <p>explains how it helps; develop resilience, increases happiness and creates a sense of security for people</p> <p>Use pictures of their family</p> <p>See Historical Association unit of work on the shared drive Changes through time-since I was a baby.pdf</p>

	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 1 – Toys Changes within living memory</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>events happened before I was born</i></p> <p><i>history is about studying the past</i></p> <p><i>know what the word timeline means</i></p> <p>what the word history means</p> <p>what the word artefact means</p> <p>what artefacts means</p> <p><i>what modern means</i></p> <p><i>that toys changed over time</i></p> <p><i>that toys have always been played with over time</i></p> <p>what difference and similarities means</p> <p>people play with toys to express feelings</p>	<p>I know:</p> <p><i>historians look at changes within living memory</i></p> <p><i>historians study the past</i></p> <p>that historians look at artefacts to find out about the past</p> <p>that historians ask questions to explore the past</p> <p>historians study how people have played in the past</p> <p>I know how to:</p> <p><i>talk about when I was born in relation to my teachers</i></p> <p><i>know how to use a timeline to talk about changes within living memory</i></p> <p><i>discuss about past and present in relation to myself</i></p> <p><i>place toys on a timeline of the last 120 years</i></p> <p>identify questions to find information about toys in the past</p> <p>describe differences and similarities between toys played with in the last 120 years</p> <p>to find answers to simple questions by using toys and artefacts</p> <p>discuss how playing with toys is something people have always done</p>	<p><i>modern now</i></p> <p><i>past present past</i></p> <p><i>history source (Begin)</i></p> <p><i>Living memory (Begin)</i></p> <p><i>Beyond living memory last year</i></p> <p>buy artefact art express</p>	<p>How have toys changed within living memory?</p>  <p>Resources/staff subject knowledge:</p> <p>The British Newspaper Archive Blog History Of Play The British Newspaper Archive Blog</p> <p>Evolution of Play: How Toys Have Changed Over Time Stacker</p> <p>EYFS Medium Term Plan - Toys and Games / Historical Association (history.org.uk) (sources and images)</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 2 – Mary Seacole</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>what the word chronology means</i></p> <p><i>that Mary Seacole lived beyond living memory</i></p> <p><i>when the Crimean war happened</i></p> <p><i>what a war is</i></p> <p>that Mary Seacole was a nurse</p> <p>that Mary Seacole wanted to help others</p> <p>that Mary Seacole helped soldiers</p> <p>that hospitals are part of communities</p> <p>that hospitals changed because of wars</p> <p>that Mary Seacole changed the way hospitals looked during the war</p> <p>that Mary Seacole's race meant she had less control and power over her life</p> <p>what a primary source is</p>	<p>I know:</p> <p>that historians look at how things change over time</p> <p>historians use diaries and artefacts to find out about Mary Seacole</p> <p>that historians recognise now that celebrating black history is important</p> <p>that historians study how hospitals and medicine has changed over time</p> <p>that historians have often decided who important people to study are</p> <p>I know how to:</p> <p><i>sequence events on a timeline alongside Mary Seacole's life</i></p> <p>talk about how hospitals have changed over time</p> <p>ask questions about Mary Seacole and her role in hospitals</p> <p>compare two versions of a past event</p> <p>discuss how race and gender can affect the power people have in their lives</p>	<p>source change</p> <p>hospitals community location</p> <p>nurse medicine beliefs/ideas resources</p> <p>soldiers war warfare</p> <p>race important person gender heroine</p> <p>historians diaries artefacts change compare</p>	<p>Why do historians consider Mary Seacole to be a significant person?</p> 
				<p><u>Resources/staff subject knowledge:</u></p> <p>Historians have used Mary Seacole as an example of significant black role models being 'silenced' from study.</p> <p>Read Mary's Story - Mary Seacole Trust, Life, Work & Achievements of Mary Seacole</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 3 – Stone Age</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>what pre-history and ancient mean</i></p> <p><i>what the Stone age is split into three time periods</i></p> <p><i>what the words palaeolithic, Mesolithic and neolithic refer to</i></p> <p>that artefacts are primary sources found by archaeologists</p> <p>how artefacts teach us about the past</p> <p><i>what life and settlement looked like in the Palaeolithic, Mesolithic and Neolithic periods</i></p> <p><i>how Stone Age people made tools and weapons</i></p> <p><i>what Stone Henge is</i></p> <p><i>what Skara Brae is</i></p> <p><i>permanent settlements led to huge changes in the story of human history</i></p> <p><i>why Stone-age cave art is important</i></p>	<p>I know:</p> <p><i>that historians break the Stone Age into three distinct periods</i></p> <p>historians say the Stone Age begins in the Palaeolith and ends when the Iron Age begins</p> <p>that historians ask questions about artefacts</p> <p>artefacts from history can be interpreted in different ways</p> <p>that historians use archaeology to find out about the Stone Age</p> <p><i>that historians look at the history of human art</i></p> <p>I know how to:</p> <p><i>place the three periods of the Stone Age on a timeline</i></p> <p><i>discuss the differences between settlement in the Palaeolithic, Mesolithic and Neolithic periods</i></p> <p>handle primary sources, make simple observations about them and ask simple questions related to them</p> <p>ask questions about a source that linked to the time studied</p>	<p>iron age bronze age archaeologist pre-history ancient</p> <p>artefacts primary sources secondary sources</p> <p>settlement farming hunter-gatherers homes development climate change</p> <p>art/culture expression</p> <p>beliefs Gods monuments</p> <p>Bronze Age</p>	<p>How did settlement change throughout the Stone Age?</p>  <p>Resources/staff subject knowledge:</p> <p>Local Learning: Stonehenge Landscape English Heritage (english-heritage.org.uk)</p> <p>Significance of Skara Brae as a settlement: What is Skara Brae? - BBC Bitesize Skara Brae - The Discovery and Excavation of Orkney's finest Neolithic Settlement (orkneyjar.com)</p> <p>Cave Paintings: All You Need To Know - A Guide for Kids (imagininghistory.co.uk) Uncover the Secrets of Skara Brae in Scotland (with Photos) - Touropia (artefacts found) Skara Brae facts for kids National Geographic Kids (natgeokids.com)</p> <p>Toys, jewellery, and furniture was found.</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 4 – British settlements by Anglo Saxons and the Scots</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>what AD and BC means</i></p> <p><i>key dates and can link the ideas of power, warfare and invasion on a timeline</i></p> <p><i>the Anglo-Saxons settled in Britain in around AD400 and were here until at least 1066</i></p> <p><i>where the Anglo-Saxons came from</i></p> <p><i>that people invaded Britain for many reasons</i></p> <p><i>that the Picts and Scots were two tribes who settled in Britain</i></p> <p><i>that the Picts and Scots fought against the invading Anglo-Saxons</i></p> <p><i>that the Sutton Hoo burial is a significant historical discovery</i></p> <p><i>who Alfred the Great was</i></p>	<p>I know:</p> <p><i>historians have given different reasons about why the Anglo-Saxons settled here</i></p> <p><i>that the Sutton Hoo burial is an important historical discovery</i></p> <p><i>that historians use burial remains to find out about the art, culture, beliefs and behaviours of the Anglo-Saxons</i></p> <p><i>that artefacts from history can be interpreted in different ways</i></p> <p><i>that historians often decide who is significant and who we need to remember</i></p> <p>I know how to:</p> <p><i>use key dates related to the Anglo Saxon and Scots invasions</i></p> <p><i>select relevant information from books or sources</i></p> <p><i>use my knowledge and evidence from historians to build up a picture of the past</i></p> <p><i>discuss how archaeological remains can teach us about power, religion, beliefs and settlement</i></p> <p><i>discuss why Alfred the Great had a significant legacy and is remembered today</i></p>	<p>secondary and primary sources artefacts check true evidence archaeologist</p> <p>power money land conflict resources monarch kingship legacy</p> <p>farming</p> <p>burial/funeral beliefs</p> <p>art and culture</p> <p>wealth birth/death settled</p>	<p>Why did the Anglo-Saxons invade Britain and what did their settlements look like?</p> <div data-bbox="1608 459 2033 730">  </div> <p>Resources/staff subject knowledge:</p> <p>Classroom resource: Sutton Hoo British Museum</p> <p>Picts: Who Were the Picts? (English) - Dig It! (digitScotland.com)</p> <p>Historians explain the artefacts: Saxon Hoard - Saxon Hoard A Golden Discovery - YouTube Focus on 09:00 onwards</p>

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<p>Year 5 - Ancient Greece</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>the key periods in Greek history</i></p> <p><i>that events in British history overlap with events in the world</i></p> <p>where Greece is</p> <p>Greece was made from City states</p> <p>women in Athens and Sparta held very different roles</p> <p>that democracy started in Athens</p> <p>the difference between myths and history</p> <p>who the Titans and the Olympians were</p> <p>that religion and beliefs are linked to art and culture</p> <p>how Ancient Greek people linked their beliefs to the seasons changing</p>	<p>I know:</p> <p>historians look for the truth in myths and stories told in the past</p> <p>historians of ancient Greece use artefacts and archaeology to establish what is true or is a myth</p> <p>historians study artefacts and archaeology to find out about Greek culture</p> <p>historians see Greek culture as very significant</p> <p>historians believe the idea of democracy started in Athens</p> <p>historians say Greek history has had a significant legacy across the world</p> <p>I know how to:</p> <p><i>place key events from the Greek civilisation on a timeline alongside events studied in British history</i></p> <p><i>discuss how ideas are passed down through time</i></p> <p>compare the role of women in time</p> <p>discuss the differences and similarities between Sparta and Athens</p> <p>discuss how objects, pictures and art teaches us about settlements, beliefs, and cultures in the past</p>	<p>myth truth fiction artefacts primary and secondary sources archaeology</p> <p>ancient</p> <p>Civilisation modern civilisation city city states</p> <p>beliefs culture</p> <p>legacy gender democracy</p>	<p>Why does Ancient Greek History matter so much?</p>  <p><u>Resources/staff subject knowledge:</u></p> <p>The Contributions and Legacy of the Ancient Greeks - YouTube</p> <p>(use images carefully)</p> <p><u>Greek myths through pots:</u></p> <p>Ancient Greece British Museum</p>

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<p>Year 6 – Kingdom of Benin</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>the period labels linked to the Kingdom of Benin: era of consolidation, warrior kings, era of European influence</i></p> <p><i>the Kingdom of Benin began in 900 AD and ended in 1897 AD</i></p> <p>that the location of Benin is disputed</p> <p>that people settle in places because of the resources</p> <p>that the warrior kings invaded and took 801 territories</p> <p>what an Oba is and that they were the most powerful leaders in Benin</p> <p>why Oba Eware was considered great</p> <p>the Benin bronzes showed the empire was advanced, rich and powerful</p> <p>across the world from the 1500s countries were building Empires</p> <p>that Africa was rich in resources</p> <p>slavery was part of Benin and European history</p> <p>what the Atlantic slave trade is</p>	<p>I know:</p> <p>that historians rely on huge range of primary sources to find out about the Kingdom of Benin</p> <p>that history is about using evidence to make judgements</p> <p>maps are primary sources that historians use to study how European knowledge of Africa changed</p> <p>historians study the age of exploration using maps</p> <p>that historians disagree on what caused the collapse of Benin</p> <p>I know how to:</p> <p><i>place all events I have studied on a timeline alongside the events I have studied</i></p> <p><i>order and discuss how maps show how European knowledge of Africa changed over time</i></p> <p>discuss how power is linked very closely the religion and beliefs</p> <p>use multiple sources to uncover what life was like in Benin</p> <p><i>to discuss how European knowledge of Africa changed over time</i></p> <p>talk about a source and link this to prior knowledge and key concepts taught</p> <p>check sources using prior knowledge and other sources of information</p>	<p>power slave empire power invasion king Oba kingdom government legacy</p> <p>religion beliefs symbols</p> <p>slaves slavery</p> <p>Atlantic slave trade navy economy</p> <p>repatriation theft culture</p> <p>war occupation</p>	<p>Was the Kingdom of Benin a great civilisation and how did it run?</p>  <p>Subject Knowledge/Resources:</p> <p>See textbook held in yr6 for artefacts</p> <p>See knowledge organiser yr6 Upper Key Stage Two drive</p> <p>See information booklet produced for use for pupils and new staff</p> <p>See linked resources on the geography MTP</p>

