
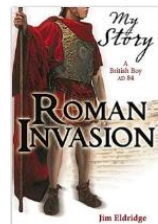


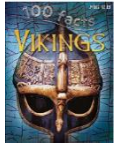

Summer Medium Term Plan Hollinswood Primary School and Nursery History


	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>EYFS –</p> <p>Concepts:</p> <p><i>Chronological understanding</i></p> <p>Settlement (Farming)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion (settlement)</p>	<p>I know:</p> <p><i>what a farm looks like now</i></p> <p><i>what a farm looked like in the past</i></p> <p><i>the difference between past and present</i></p> <p><i>things happened before I was born</i></p> <p>what a farm is and what it looks</p> <p>that farms are part of communities</p> <p>that farming is part of human history</p> <p>that animals live on farms</p> <p>that some farms grow crops that are then sold in shops</p> <p>that some farms have animals and livestock that they sell to shops</p> <p>that farmers look after things on farms</p> <p>that farms are found all over the world</p> <p>that farms were important in the past and are still important now</p> <p>that farms</p>	<p>I know:</p> <p>people look at pictures from the past</p> <p>people called historians look at the past</p> <p>that people called historians look at how people lived in the past</p> <p>I know how to:</p> <p>use older images to observe key features of farms from the past</p> <p>observe key features of a farm from the past</p> <p>observe key features of a modern farm</p> <p>discuss pictures of farms from the past</p> <p>discuss what life is like on a farm</p> <p>discuss a farm I have visited</p> <p>talk about what I heard or saw on a local farm</p> <p>create a map to show what a farm might have looked like in the past</p>	<p>past old a long time ago modern old</p> <p>farm farmer animals</p> <p>local area</p> <p>money crops cattle farm animals livestock shops buy and sell</p> <p>community settlement</p> <p>maps</p>	<p>What is life like on a farm?</p>  <p>Fiction: Early Learning Resources Farm Book List EYFS and KS1 (earlylearninghq.org.uk)</p> <p><u>Resources/staff subject knowledge:</u></p> <p>See resources, maps and images saved here:</p> <p>Dark Lane the forgotten village of Telford - YouTube</p> <p>Hollinswood Primary School - Key Maps - All Documents (sharepoint.com)</p> <p>Digimap for Schools (edina.ac.uk) (OS maps, overlays and surveys)</p> <p>A History of Farming - Local Histories (See the section on farming and the railways in Britain)</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 1 – Florence Nightingale</p> <p>Concepts:</p> <p>Chronological understanding</p> <p>Settlement</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p> <p>(settlement) Trade</p>	<p>I know:</p> <p><i>what the word chronology means</i></p> <p><i>events happened before I was born</i></p> <p><i>Florence Nightingale lived beyond living memory</i></p> <p>what a nurse is</p> <p>that caring for our health is important</p> <p>know that nursing is a profession</p> <p>that Florence Nightingale knew the importance of hygiene and handwashing</p> <p>know that nursing has stayed the same and changed over time</p> <p>that Florence Nightingale was a nurse that helped injured soldiers</p> <p>that Florence Nightingale was a nurse</p> <p><i>that Florence Nightingale worked during the Crimean War</i></p> <p><i>that she wanted to help others</i></p> <p><i>the work of Florence Nightingale has led to change in hospital practise</i></p> <p>that videos are fictional from the time of Florence Nightingale</p> <p>that artefacts and books are sources of information about the past</p>	<p>I know:</p> <p><i>historians look at how things have changed over time</i></p> <p>historians use artefacts and pictures to find out about Florence Nightingale</p> <p><i>that historians study how hospitals have changed over time</i></p> <p>the historians have often decided who important people to study in history are</p> <p>I know how to:</p> <p><i>sequence events linked to Florence Nightingale on a timeline alongside other things I have studied</i></p> <p><i>talk about how hospitals have changed over time</i></p> <p><i>ask questions about Florence Nightingale and her role in hospitals</i></p> <p><i>ask questions to a modern nurse about their job</i></p> <p><i>explain similarities between nursing now and nursing in the past</i></p> <p><i>know how to talk about germs and stopping infections, viruses and diseases spreading</i></p> <p>compare modern and past hospitals</p> <p><i>discuss how gender can affect the power people have in their lives</i></p> <p><i>discuss how men and women can be nurses now</i></p>	<p>source change</p> <p>hospitals</p> <p>nurse medicine</p> <p>beliefs ideas</p> <p>Soldiers War</p> <p>importance person gender</p> <p>artefacts historians change compare modern care compassion</p>	<p>Why do historians see Florence Nightingale as significant?</p>  <p>Resources/staff subject knowledge:</p> <p>Nightingale Nurse diary (bl.uk) (primary source and transcript)</p> <p>Florence Nightingale letter (bl.uk) (reasons for illness)</p> <p>The Crimean War – Florence Nightingale Museum London (florence-nightingale.co.uk)</p> <p>Florence Nightingale / Historical Association (history.org.uk)</p> <p>Free Learning Resources – Florence Nightingale Museum London (florence-nightingale.co.uk)</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 2 – Fire of London</p> <p>Concepts</p> <p>Chronological understanding</p> <p>Settlement</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p> <p>(settlement)</p> <p>Trade</p>	<p>I know:</p> <p><i>that the Fire of London happened hundreds of years beyond living memory</i></p> <p><i>that the Fire of London happened on September 2nd 1666 and lasted five days</i></p> <p><i>the order of events of the Fire of London</i></p> <p>where London is</p> <p>that London was the capital city in 1666 and that it is now</p> <p>who Samuel Pepys is</p> <p>what a diary is</p> <p>what a primary source is</p> <p>that people with disabilities have stories to tell from the past</p> <p>that Samuel Pepys is a reliable eye-witness</p> <p>what the law is</p> <p>that Kings and governments change the laws</p> <p>that the King was Charles II</p> <p>that the way houses were built from 1666 onwards changed because of the Fire</p>	<p>I know:</p> <p>historians use diaries as primary sources</p> <p>historians' study and look at events that changed history</p> <p>that historians ask questions about sources from the past</p> <p>that historians decide things based on evidence</p> <p>that historians question how reliable stories or sources are</p> <p>I know how to:</p> <p><i>place events studied on a timeline</i></p> <p><i>use the words within and beyond living memory when talking about the past</i></p> <p><i>explain how the events happened in chronological order</i></p> <p><i>use artefacts to discuss changes from past to present around firefighting</i></p> <p>look at primary sources to discuss the role of people with disabilities in the Fire Of London</p> <p>discuss the difference between London then and now using maps and pictures</p> <p>ask questions that are linked to sources I am using</p> <p>explain whether something is fact or fiction</p> <p>explain why the fire spread so quickly</p>	<p><i>chronological understanding beyond living memory within living memory</i></p> <p>primary source diary</p> <p>eyewitness reliable fact fiction</p> <p>similarity difference</p> <p>government kings laws</p> <p>true/untrue significant event</p>	<p>What caused the Fire of London and how did it change Britain?</p>  <p>Comic Strip Resources for schools learning Museum of London</p> <p><u>Resources/staff subject knowledge:</u></p> <p>Three myths about the Great Fire of London Museum of London (true or untrue-introduce myths)</p> <p>Browse artefacts - The Great Fire of London (lots of primary sources and images)</p> <p>Resources for schools learning Museum of London (deafness and disabilities and Samuel Pepys)</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied	Vocabulary	Big Question and Linked Text
<p>Year 3 –</p> <p>Roman Invasion</p> <p>Concepts</p> <p><i>Chronological understanding</i></p> <p>Settlement</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p> <p>(settlement)</p> <p>Trade</p>	<p>I know:</p> <p><i>what AC/BC means</i></p> <p><i>the dates of Roman invasion into Britain (43-410 AD)</i></p> <p>where the Romans came from</p> <p>what an empire is</p> <p>who Julius Caesar was</p> <p>that Julius Caesar attempted to invade Britain in 55-54BC</p> <p>who Claudius Caesar was</p> <p>that Claudius Caesar was successful in his invasion of Britain</p> <p>why the Romans invaded Britain</p> <p>that art and culture, settlements changed for Celtic people in Britain after the Roman invasion and settlement</p> <p>that the Celtic tribes rebelled</p> <p>that a local Celtic tribe the Cornovi people</p> <p>that a Queen called Boudecca fought back against the Roman invasion and settlement</p>	<p>I know:</p> <p>that historians believe the Roman invasion and empire was very significant in British history</p> <p>that we have evidence of the Roman invasion in our local area and across Britain and how they changed settlements</p> <p>that historians study artefacts, art and written sources to find out about the Roman invasion of Britain</p> <p>that the Romans had historians that wrote records of the past</p> <p>that historians check the reliability of Roman written sources against archaeological finds</p> <p>that Roman historians recorded what happened during Boudicca's rebellion</p> <p>I know how to:</p> <p><i>place events I have studied on a timeline</i></p> <p><i>use the timeline to discuss the changes in Britain</i></p> <p>use maps to look at where Romans came from</p> <p>place the dates of the Roman invasion on a timeline</p> <p>discuss many primary and secondary sources and how they teach us about Britain in the past</p> <p>write an explanation of how the Roman invasion changed settlement in Britain</p>	<p>chronology</p> <p>Iron age</p> <p>empire</p> <p>invasion</p> <p>settlement</p> <p>rebellion</p> <p>change</p> <p>cause and effect</p> <p>romanisation</p> <p>king</p> <p>emperor</p> <p>ruler</p> <p>primary sources</p> <p>maps</p>	<p>How did the Roman invasion change settlement in Britain?</p>  <p>Resources/staff subject knowledge:</p> <p>The Roman Invasion of Britain English Heritage (english-heritage.org.uk)</p> <p>The Revolt of Boudicca according to Tacitus (warwick.ac.uk)</p> <p>The Revolt of Boudicca according to Cassius Dio (warwick.ac.uk)</p> <p>Primary Sources - Boudicca Unchained (weebly.com)</p> <p>Boudicca: Warrior Queen of Ancient Britain (FULL MOVIE) documentary, women's history, biography - YouTube</p> <p>KS2 History - Roman Britain - 2c Invasion - The Schools of King Edward VI in Birmingham</p> <p>Roman Britain: a brief history / Historical Association (brief overview)</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
Year 4 – Viking Invasions Concepts Chronological understanding Settlement Power Trade Art and culture Religion and beliefs Warfare and invasion Trade	<p>I know:</p> <p>invasion and settlement are key ideas in early British history</p> <p>know the period labels from the Stone Age to 1066 and the Battle of Hastings</p> <p>key dates for the Romans, Vikings, Anglo Saxons and Normans</p> <p>how invasion and settlement link the Anglo Saxons, Romans, Vikings and Normans</p> <p>where the Vikings came from</p> <p>that invasion is a key part of Viking culture</p> <p>when the Vikings first invaded Britain</p> <p>that the Lindisfarne invasion was significant</p> <p>that religious beliefs caused conflict between people in Europe</p> <p>that Viking and Anglo Saxon rule ended in 1066 and that the Battle of Hastings is a turning point</p>	<p>I know:</p> <p>that historians give period in time labels to describe big changes</p> <p>that some historians believe the first Viking invasion of Britain was at Lindisfarne was an attack on Christian beliefs</p> <p>that monks recorded history about the Viking invasion on Lindisfarne</p> <p>that historians use the Doomsday stone from Lindisfarne to find out about the Viking invasions</p> <p>that the monks at Lindisfarne are a key primary source for historians</p> <p>that historians question whether the monks view of the Vikings is a true picture of what the Vikings were like</p> <p>that historians study the movement of people across the world</p> <p>I know how to:</p> <p>use key dates and link the ideas of power and invasion on a timeline for the Vikings, Anglo Saxons and Normans</p> <p>link concepts, facts and ideas in British history to the Viking period</p> <p>talk about why the Vikings wanted to conquer parts of Britain</p> <p>talk about how the Viking and Christian religions led to disagreements, fighting and wars</p> <p>write about how invasion and settlement changed life in Britain from the Stone Age to 1066</p>	<p>key source relic artefact</p> <p>pagan Christian different beliefs</p> <p>invade conquer</p> <p>monarchy tribes law and order king kingdom invasion power church state</p> <p>raid trade voyage</p> <p>turning point</p>	<p>Why did the Vikings invade Britain and who were they?</p>   <p>Resources/staff subject knowledge:</p> <p>The Viking Raid on Lindisfarne English Heritage (english-heritage.org.uk)</p>

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<p>Year 5 - Ancient Egypt</p> <p>Chronological understanding</p> <p>Settlement</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p> <p>Trade</p>	<p>I know:</p> <p><i>that events in different places run concurrently with world history</i></p> <p><i>that the Stone Age overlaps with the Egyptian civilisation</i></p> <p>where Ancient Egypt is</p> <p>that Egypt is in Africa</p> <p>that Howard Carter discovered King Tutankhamun's tomb in 1922</p> <p>that a Pharaoh was a King</p> <p>that King Tutankhamun was an Egyptian Pharaoh</p> <p>the dates King Tutankhamun ruled Egypt</p> <p>that River Nile was the key to Egyptian life, culture and beliefs</p> <p>that trade helped the Egyptian's grow into a great civilisation</p> <p>why the Egyptian's settled by the Nile</p> <p>the names of Egyptian Gods</p> <p>how a Pharaoh's power is linked to the Gods</p> <p>that the pyramids and great works of art were linked to Egyptian beliefs and their religion</p> <p>that a Greek Emperor called Alexander the Great invaded Egypt and that it was soon after taken ov</p>	<p>I know:</p> <p><i>that the discovery of King Tutankhamun was a major discovery in world history</i></p> <p>that Egyptologists are historians who try to uncover what life was like in Ancient Egypt</p> <p>that historians believe that Ancient Egypt was the first great civilisation</p> <p>that historians study burials in order to discover what people believed and uncover how they lived</p> <p>that historians look at the geography of an area in order to understand why people settled where they did</p> <p>that historians have to interpret hieroglyphics to find out about Ancient Egypt</p> <p>that historinas use art to uncover what life was like in Ancient Egypt</p> <p>I know how to:</p> <p><i>discuss dates and events in Egypt alongside events and dates in British history I have studied</i></p> <p><i>that Egyptian civilisation spanned thousands of years</i></p> <p>ask valid historical questions while looking at artefacts from Ancient Egypt</p> <p>discuss how King Tutankhamun's tomb has taught Egyptologists lots about Egyptian Kings, beliefs and religion</p> <p>discuss how the painting in the tomb at Nebunum teaches us about Egyptian life</p> <p>discuss how rivers are linked to where people settled</p> <p>discuss how the River Nile allowed the Egyptians' to trade</p> <p>explain what a civilisation is</p> <p>write about why historians consider the Egyptian civilisation to be so significant in human history</p>	<p>civilisation concurrent</p> <p>ancient historian archaeologist Egyptologist</p> <p>burial tomb chamber gods pharaoh</p> <p>reliable hieroglyphs hieroglyphics interpret evidence</p> <p>reason</p>	<p><u>What did life and death look like in Ancient Egypt?</u></p>  <p><u>Resources/staff subject knowledge:</u></p> <p>Ancient Egypt British Museum</p> <p>Classroom resource: The paintings of the tomb of Nebamun British Museum</p> <p>Egyptian life and death British Museum (details how the images show what life was like for the rich and the poor)</p>

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Year 6 – Local study- Charles II Chronological understanding Settlement Power Trade Art and culture Religion and beliefs Warfare and invasion Trade	I know: what succession means the succession of British monarchs from Henry VII to Charles III the dates that Charles I and II ruled Britain what a civil war is that the English Civil war was a major turning point in British history what a tyrant is the causes for the British civil war were a combination of economic, religion and political factors that Parliament took control of the British throne and executed Charles I that Charles II succeeded Charles I where Worcester is and that there was a major battle there which links to Charles III and the Royal Oak in Shrewsbury that rulers around world and throughout history exert power differently	I know: that historians see the timeline of events as key to the British Civil war happening that historians debate about whether the British civil war was caused primarily by Charles I or by other factors know that historians compare leaders when studying the past know that historians debate as to whether Charles I was a tyrant know what a factor is I know how to: order events on a timeline and see how they relate to causes for the British civil war discuss the way in which events nationally effected our locality know how to use a wide range of sources, timelines and maps in order to build my knowledge of events in the British civil war explain the reasons why historians think the British Civil War happened write a comparative piece about rulers and power	power monarchy kingship civil war battle parliament rule king legacy succession tyrant battle control popularity civil war Parliamentarians Roundheads authority rule Divine Right of Kings conflict tyrant tyranny factor cause causation restoration	How did power change in Britain during and after the English civil war? Subject Knowledge/Resources: Drag-and-drop: Causes of the Civil Wars British Civil Wars (ncl.ac.uk) Causes British Civil Wars (ncl.ac.uk)

